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ABSTRACT

Contained in this curriculum guide are a rationale, performance objectives, techniques, and activities for the teaching of listening and speaking skills in the primary grades. In an introductory chapter basic terms are defined and the need for a study of listening and speaking skills is emphasized. Chapter two review the literature on the nature and on the reaching of speech and listening. Chapter three provides a taxonomy of listening and speaking performance levels. Chapter four is composed of tables of performance objectives in listening and speaking. The bulk of the guide is then devoted to individual lessons which contain performance objectives, instructional aids, teaching techniques, and additional activities. (DD)

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A CURRICULUM GUIDE FOR THE TEACHING OF LISTENING AND SPEAKING SKILLS TO THE PRIMARY GRADES IN THE PUBLIC SCHOOLS OF MADISON, CONNECTICUT

A Thesis
Presented to
Southern Connecticut State College
In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by

Richard Anthony Wolf

July, 1973

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CS 500 430

To my wife Janice:

Who demonstrated patience, stamina, and encouragement in the preparation of this manual.

To my advisor Ella Erway, Ph.D.:

For her guidance and reassurance.

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Chapter 1

Introduction.

The field of language is a broad one, encompassing a number of skills and activities that form the basis for human communication. Reading and writing are two language arts taught most consistently in the schools, beginning in first grade and, in varying degrees, continuing through college. Yet there are two other language arts which are used much earlier and are necessary much later in life that receive little or no emphasis in the modern school curriculum. These are listening and speaking, both basic tools of communication and therefore both language arts.

Language arts theoretically provide major avenues for learning in all areas of the curriculum. Today's pupils are expected to listen and to speak well, yet rarely are they taught listening and speaking skills, per se, within the curriculum. The eye has thus become the "favored son" of educators, with the visual skills of reading and writing receiving the chief attention while listening and speaking have become the "neglected children" of the language arts family. This becomes obvious when the typical elementary school schedule is examined. Reading periods and writing periods, social studies periods, math and science periods, art periods, and gym periods are provided for, but the only thing resembling a listening period is the period for music appreciation.

Statement of the Problem.

It is the purpose of the writer to develop a curriculum guide including: rationale, performance objectives, techniques and activities for the teaching of listening and speaking skills in the primary grades in Madison, Connecticut. Suggestions will be included for the correlation of listening and speaking skills.

Definition of Terms.

Curriculum Guide - A curriculum guide is a plan or direction for a course of study offered in a particular school system including both general and specific objectives and suggested approaches for achieving these goals.

Listening - Listening is the process of hearing, recognizing, and interpreting or comprehending language.

Speaking - The act of expressing thoughts or ideas through articulate words or sound patterns is considered speaking.

Language Arts - The term language arts is defined as the synthesis of many language skills into one broad area in which the related phases of expressive and receptive communication are taught in relationship to one another. For the purpose of this thesis, the language arts include the receptive language skills of listening and reading and the expressive skills of speaking and writing.

Communication - Communication is the process whereby a thought, idea or opinion is transmitted by the speaker with word or gesture and received by the listener. Some form of feedback must exist for communication to take place.

Basic Assumptions.

It is assumed that the classroom teacher need not be a specialist in speech correction to make use of this guide.

It is assumed that this curriculum will be used with normal children with 'normal' hearing acuity and 'normal' speech development for their chronological age.

Finally, it is assumed that inadequate emphasis is placed on the teaching of certain language arts in the Madison school curriculums.

Delimitations.

For the purposes of this thesis the primary grades include kingergarten and grades one and two. Grades three through twelve are not considered.

The curriculum guide is not a text book for use in the classroom but is intended as a reference or resource book for the teacher who wishes to include the teaching of listening and speaking skills in his language program.

Normal children are those students in a regular classroom whose hearing acuity is sufficient to pass a pure tone audiometric sweep test administered by the state examiner, and whose speech is inconspicuous and does not draw attention to itself when compared with members of their peer group.

Need for the Study.

Successful communication depends upon the copperation of at least two or more people. In effective communication, the responsibility must be shared by both speaker and listener. Both bear the responsibility of keeping the communicative process alive. In today's society, such scientific developments as the telephone, radio, television, satellite, and current modes of transportation have put more emphasis on face to face transactions and the spoken word. The nature of government, politics, entertainment, business and education in our society places demands on our skills of oral communication. Miller (1968, p. 1071) points out:

> A society that depends heavily upon what is heard on radio and television and on reading news items garnered by reporters, who, supposedly, listened well to the reporting of it; a society that literally puts the lives of people into the hands (ears?) of twelve jurists and trusts them to listen accurately and critically in order to make a judgement; a society that is being constantly bombarded with oral communication of the propaganda type needs to be well-trained in listening.

In the past, listening training has often consisted of a series of admonitions extending from the first grade through college: "Pay attention!" "Now get this!" "Open up your ears!" "Listen!" The same is true about improving speaking. "Speak up!" "Slow down!" "Think before you speak!" "Stop mumbling!" "Look at the person you are talking to!"

In other words, both listening and speaking have been taught inconsistently without organization or continuity. Success in these areas has been limited and differences in abilities vary greatly from one child to the next. Listening and speaking require knowledge and effort because both are mental skills which require, and are developed through, training and practice.

The increasing importance of oral communication in today's society demands that emphasis be placed on teaching listening and speaking in the elementary school. This will be substantiated in the review of the literature. Therefore, systematic instruction in listening and speaking should be incorporated into the curriculum.

The current curriculum guide for language arts published by the Madison Board of Education (1963, p. 3) and entitled A Sequential Program For The Language Arts, Kindergarten Through Grade Eight, enumerates the following attitudes in its first section entitled "Usage and Grammar":

1. Develop in the child the ability to express himself through oral language easily and effectively.

2. Increase the child's ability to listen.

3. Develop in the child a consciousness of the responsibilities of both speaker and listener.

Although these objectives head the list of desired attitudes, the guide does not provide a section for the teaching of listening and speaking skills. Thus, the writer has constructed a curriculum guide for the teaching of listening and speaking skills by synthesizing guidelines and techniques of existing guides on listening, speaking and the language arts.

Chapter 2

RELATED LITERATURE

In a guide for listening and speaking instruction, basic questions should be answered before a program of instruction is designed. What is listening and why do we listen? What is speaking and why do we speak? Will children benefit from specific listening and speaking instruction? What must we know and do to teach listening and speaking skills?

Listening

The author of this guide has defined listening as the process of hearing, recognizing, and interpreting or comprehending language. The Commission on the English Curriculum of the National Council of Teachers of English (1956, pp. 77-78), stated that:

> Listening is more than hearing. It involves following attentively the thread of conversation, the development of an idea, the points of an argument. Like reading, it requires comprehension in terms of past experience of the listener and often involves critical examination of what is heard. Whenever attention wonders, a portion of what is being presented is lost...In comprehending ideas given orally or in print the learner is actively engaged in perceiving these ideas and weighing them against his experience and in deciding his actions in response to them.

Barbara (1958, pp. 379-81), notes that successful listening presupposes hearing and precedes understanding. He lists discipline, concentration and comprehension as factors most essential for effective listening. He describes listening as an active rather than a passive act, where not only the speaker but also the listener, bears the responsibility for keeping the communicative process alive.

The relationship of listening to the other language arts provides insight into the importance of listening; it cannot properly be considered apart from the balance of these skills. Barbara (1958, pp. 379-81), portrays this balance as a pyramid:

writing

Reading

SPEAKING

LISTENING

Listening is the foundation for the other language arts. It is the first skill to be developed in point of time, and is fundamental to the development of speech and to the later development of reading and writing. Although non-oral methods of reading instruction have been developed, they have proven to be less efficient than those in which listening and hearing are involved.

In comparing listening with reading, there is one major similarity; they are the two major avenues for the acquisition of information, the receptive language arts. Many of the characteristics peculiar to reading and reading instruction parallel those which distinguish listening. Both general and specific readiness are important to effective listening, as well as reading. The speech pattern to which the learner is attending relates to the effectiveness of listening. The establishment of purpose increases the effectiveness of both listening and reading. Review of what has been read or heard tends to increase retention. Attention should be directed toward the thought or main idea rather than toward single words. There are various types of listening which should be employed in terms of the established purpose. Context is the most important key to the meaning of unfamiliar words.

Margaret Early (Staiger, 1967, p. 64), suggests relationships among listening, writing and reading skills:

> Reading ability is strongly related to listening, the development of oral language, the knowledge of grammatical terms, the ability to manipulate the syntactic structures of language, the breadth of vocabulary, spelling ability and success in written composition.

Early points out that tests in listening comprehension often give useful clues in estimating the levels at which students may be expected to read. This assertion is based on a statement that a student's achievement is reading and writing cannot exceed his ability to comprehend and use the spoken language.

Early suggests that a student has four major vocabularies: speaking, writing, listening, and reading. By the seventh grade, Early states that most students' reading vocabularies exceed their listening, speaking and writing vocabularies. Just because a student can read a word does not mean that he will use it freely when writing or speaking. Early also suggests that as reading skills improve, listening skills often deteriorate. This point was substantiated in a study of listening abilities conducted in the Nashville Public Schools (1950, p. 4), which indicated that in the elementary grades, the results of listening abilities tests tend to be somewhat higher than reading abilities test scores; in the junior high, they are approximately the same; while in the senior high, results of listening drop below reading.

Certain differences between listening and reading are also apparent. Number one among these is the element of time. In reading the child can proceed at his own rate. He can go back when he wants to. He may even stop to daydream, for the page is always before him. Ideas that appear in print are likely to be put in a clear, well-organized style. The learner may review at will. Listening is different. The listener has no control over the rate at which he must listen. A speaker determines that. In most listening experiences, a lapse of attention causes the listener to lose that portion of the content. This is apparent to anyone who has sat through a boring lecture and allowed his attention to wander for even a few short moments. This loss cannot be recouped by rereading. More than likely, the loss will be permanent.

Listening is a more personal form of communication than reading and one is required to "read between the lines" to a greater extent. The listener often has the added advantage of facial expression and intonation to assist him in the accurate apprehension of meaning. Few speakers are as precise and well organized as they would be if they were writing down their ideas. In certain listening experiences, visual aids are not always available.

The act of listening does not teach a child to listen effectively, just as the act of reading does not teach a child to read effectively. Since effective reading techniques must be taught, the same conclusion could be drawn about learning effective listening techniques. Most authorities will agree that instruction in listening and speaking skills is vital, but the relative importance of teaching these skills to students in the elementary grades is difficult to establish. Strickland (1951, p. 135), points out that, in the primary grades, listening is the major tool for learning. As the skill of reading is acquired, the percentage of information gained through listening decreases. This does not mean that the importance of listening is deminishing however, for as one progresses through secondary school and college the nature of its application to classroom and general educational activity undergoes a change which parallels the changing relationships and processes on the levels of the educational program.

Kinds of Listening

In order to teach listening, we must be aware of the kinds of listening (Fort Worth, no date, p. 1), that the average student engages in to successfully complete his education.

Passive or marginal listening takes place when children study with the radio or television on or when several groups are functioning within one classroom. There is often a deliberate "tuning out" of what is heard with just enough consciousness of the voice or sound to bring the child back to attention when a favorite song or personality comes on. In a classroom or in the home, the tone of voice of the teacher or a parent may flash the danger signal which alerts the child whose attention has been wandering. The way one listens to background music while reading is quite different from the type of listening required to evaluate critically a proposed plan of action which affects one personally or professionally.

Attentive listening is needed in situations in which accuracy of comprehension is involved, as in directions, announcements, and introductions.

Responsive listening, while quite similar to attentive listening, requires a different mind set as in situations in which the listener participates, such as conversation and discussion.

Selective listening is necessary when the teacher explains parts of a process or material from which individual students choose certain parts.

Appreciative listening is involved when the listener settles down to enjoy a dramatization, a story, or a poem. The process usually results in some sort of emotional reaction.

Creative listening is the process of developing new and original solutions to problems presented through the spoken word. It is also the act of entering imaginatively into the experiences, the setting and the feelings of the characters in a story being told or read aloud, radio, screen, or stage.

Analytical or critical listening makes the greatest demands on the pupil for thinking as he listens. A critical listener is a careful, accurate, attentive listener. He is selective and on the alert for authorizative bases for judgements. The critical listener weighs what is heard against personal experience and is alert to attempts of the speaker to sway his opinion by the devices of propaganda. This kind of listening must be developed by older elementary and high school pupils in order that they may evaluate what they hear.

Purposes of Listening

The reasons for listening are almost as numerous as the range of individual interests and curiosities. This discussion however, will be restricted to those purposes which relate to the educational program and is focused upon classroom activities. The increasing need for self-disciplined use of adequate listening skills and the responsibility placed upon the school for the development of these skills and of their habitual use are evident.

Historically, the educational importance of listening has not always been recognized. Nichols and Stevens (1957, p. 6), report the results of a study by Rankin conducted in the Detroit public schools, which revealed that reading received 52 per cent of the emphasis in classroom instruction while listening received only 8 per cent. Witty and Sizemore (1958, pp. 297-301), reported in a more recent study that 57.5 per cent of the elementary school child's time is spent in listening.

Nichols and Stevens (1957, p. 6), report another study by Rankin carried out with sixty-eight adults of different occupations which indicated that on the average, 70 per cent of his subjects' waking day was spent in verbal communicating time, the sixty-eight adults spend an average of 9 per cent in writing, 16 per cent in reading, 30 per cent in talking and 45 per cent in listening. In schools, the authors discovered that reading received more than its share of emphasis while listening appeared to be the missing "l" in learning.

Current literature emphasizes the importance of effective listening at all educational levels, although the kinds of listening situations which are cited differ. Present and increasing interest and research in listening indicate a belated recognition of its importance among the language skills.

Listening is of major importance in our culture. Our increasing population and changing technology have caused person-to-person relationships to become an ever more important part of our lives. Since more than 80 per cent of the population resides in non-rural areas, close and continuing interpersonal relationships typify our lives. To increase his level of vocational skills, a person must have an increased ability to communicate.

Hartshorn (1958, p. 261), in emphasizing the need for skillful listening, reports that "listening to music is one of the most significant and rapidly expanding cultural activities in present-day society...." The expansion of which he speaks cannot be limited to music. The importance of television as an entertainment medium, for example, is emphasized by the findings of Theodore Jacobs cited by Schalit (1973, p. 10), who reports that "Preschool children between the ages of 3-5, watch an average of 54 hours of TV each week. The only activity taking more of their time is sleeping."

Dorathy Bracken (1970, p. 2), sheds some light on the current interest in listening with her statement:

Perhaps teachers are just beginning to realize the true significance of listening as the receptive element of oral language - the base of reading. It is true, also, that today a more definate relationship is perceived between listening and reading than has ever been understood before.

Duker (1961, pp. 170-174), lists ten qualities which should be the outgrowth of teaching or development of listening skills:

1. A listener who listens. Pupils must not only *know how* to listen but actually *do* listen in their daily lives.
2. Selective listening. Be able to identify the main ideas, the details, and determine whether they are illustrative, essential or irrelevant. He must be able to follow the structure of a discourse, and be able to supply that structure himself if the speaker does not. He must be able to change pace as the speaker does.
4. Critical listening. Concern with the speaker's purposes and motives; is not swayed by emotive language.
5. Courteous listening. Not only pays attention, but is accepting and tolerant of the speaker's mannerisms and peculiarities, and is willing to hear, but not necessarily always to accept, ideas contrary to his own. Shows consideration.
6. Attentive listening. Requires concentration. Ability to shut out extraneous sounds, disturbances, and distractions. Puts aside personal consideration of his problems and devotes himself to the speaker.
7. Retentive listening. Remembers what he has heard and adds it to knowledge previously acquired. Must be able to organize the content of what he is listening to in such a way that he is able to discern what parts of it confirm that which he already knows; what parts add new facts and ideas; and what parts are in conflict with his previously obtained information on the subject at hand. Training in notetaking is important in the matter of retention. Jot down salient points.
8. Curious listener. Asks questions of himself as he listens. Takes advantage of the speed of the mind over the speed of speech. Evaluates what he hears, equates it against his experience, questions the motives of the speaker.
9. Reactive listening. Listens and actively reacts and changes his course of action when this seems to be desireable as a result of listening. Seeks additional information on the subject he has heard about.
10. Reflective and creative listener. Brings to bear on his listening his philosophy as well as his experience and his reasoning powers.

The Capacity to Listen

Until recent years, a high proportion of the studies regarding the individual's capacity to listen involved students in secondary schools or colleges. Recent studies dealing with the teaching of listening skills in the primary grades support the theory that improvement in listening skills will result from specific and appropriate instruction. A Title III project conducted in the Alameda County Schools in California, (Lasnik, 1970, p. 12), had as its main objective "to raise the student's cognitive and linguistic development under controlled conditions." They conclude from the data analysis of the field-testing of materials phase and from the demonstration year's work with approximately 9,000 students and 260 teachers (training and control groups), that training helped most students who were part of the study (grades 2,5,8,and 11) to read and listen more effectively. Detailed analysis further showed that comprehension skills and auditory perception skills were very effective at the elementary level, if used in a classroom situation, and were effective at the secondary level if used on an individual student basis. The program can be used in grades one through twelve.

Purdom, (1968), in a study involving the analysis of listening skill development concludes that "listening skills can be improved through systematic instruction." Penfield (1970), reporting the results of Alamedia County's broad study on learning to listen states: "...training in listening was most effective at grades two and five, with little impact at grades eight and eleven." Freshley (1966), in a paper presented to a teacher group in Georgia makes the following statement:

> A compelling reason for increasing the listening training of first grade and preschool children lies in their 'listening readiness.' They are required to listen for information in order to learn, follow directions, participate in discussion and planning, etc.

Strickland (1951, p. 135), held this same point of view twenty years ago. Strickland was one of the first to point out the importance of instruction at this level. She points out that in the primary grades, listening and speaking are the major methods of communication, for children can neither read nor write until late in their primary experience. Language is both an end and a means to an end in almost all of the work of the day. The entire curriculum is a language curriculum and listening and speaking are of first importance in the primary school for they are the aspects of language the child needs first.

Dorsey (1969) explores the need for listening instruction in a guide for teachers on "Increasing Listening Abilities of Children." She notes that schools are reluctant to teach listening due to the problem in measuring and evaluating listening.

Farrel (1966, pp. 39-45), suggests in an article entitled, "Listen, My Children and You Shall Read..." that reading literature aloud to students is not only educationally sound, but for many youngsters necessary. He points out that listening comprehension in slow-learning children far exceeds reading comprehension for the following reason: the speaking voice brings to interpretation pitch, stress, pause, rhythm, and tone, audible clues to meaning which slow youngsters are unable to infer from print alone. It is suggested that television and film be used more often than they are to help slow learners, as these media combine visual and auditory clues to meaning.

A pamphlet on "Listening" from Fort Worth, Texas, (no date, p. 2), lists the factors that influence listening and divides them into four groups; physical conditions, psychological factors, experiential background, and listening vocabulary.

Among the physical conditions listed that can affect listening are hearing faults, fatigue, pain or illness, temperature and humidity, distracting noises inside or outside and distracting movements of fellow listeners or mannerisms of the speaker.

Some of the psychological factors listed include boredom or a lack of interest in the subject, improper attitude toward school or teacher, and prejudice and misconceptions.

Regarding experiential background, the pamphlet points out that attitudes are the outgrowth of experience. Lack of interest is likely to be the result of meager or no experience in the area in which listening is to take place. They point out that antagonistic attitudes grow out of unhappy experiences.

The fourth group is listening vocabulary. Children do not "hear" ideas that are beyond their understanding. Just as children need training and guidance in mastering a sight vocabulary, so do they need instruction that will build up a wide and meaningful listening vocabulary.

Teaching the Listening Skills

The importance of listening is no longer questioned, and therefore efforts to improve listening skills must be made. We can no longer leave listening instruction to chance, it must be taught.

Duker (1961, pp. 170-74), cites four principles to be utilized in the development of listening skills. They are:

> 1. A teacher must keep in mind that any listening activity in the classroom should be a pleasurable rather than a threating experience. Very often, listening on the part of the children is demanded rather than motivated.
> 2. Daily class activities should be so planned that the amount of listening required of children is not over-poweringly and impossibly great. (This will involve planning for non-listening activities during a greater portion of the day.)
> 3. It is extremely important that listening in a classroom situation not be confined to listening _by_ the children _to_ the teacher. It is quite essential that pupils learn to listen to each other and, above all, that the teacher show, by her example in listening to her pupils, that she regards listening as a valuable and important activity.
> 4. Classroom listening should be 'for' rather than 'at'. When the emphasis is on sitting up straight and looking at the speaker, and I do not imply that such activities are good or

> bad, rather than on the effort to get ideas, facts, and other data, the tendency is to emphasize the 'listening at' rather than the 'listening for' character of the activity.

The Commission on the English Curriculum in the book Secondary School (1956), points out that listening skills are needed by pupils throughout the total school program, although the process differs on each educational level. This is equally true in the elementary school, where the teacher has an opportunity to assess the strengths and weaknesses of the pupil in many and varied listening situations. Most observers report that no particular element in the sequence of skills can be assigned to a specific grade level. Strickland (1951, pp. 183-84), typifies the opinions expressed by many writers on this subject as follows:

> Developing skills in speaking and listening is a continuous program. No element can be assigned to the course of study for a given grade level to be attacked, practiced, and mastered at that grade level. Each of the needed elements of skill must be introduced whenever children have need for it and are intellectually and emotionally ready to work on it. Work must be continued from level to level, and life situations where it really functions, until children have reached the point of confident and effective use of the skill in all situations in which it is needed. At times it is profitable to examine a skill, discuss it, work on it through direct attack and practice, then fit it back into the total program of use.

The concept of taking the pupil where he is and leading him as far as he can go supports the assumption that listening instruction can and should be individualized to meet the needs of each child.

Nichols and Cashman (1960, pp. 268-71), emphasize the roles of teachers and parents in the establishment of listening skills. They state:

> "The approval of listening efforts by the teacher may well be the most significant factor of improved performance."

They report that two elements closely related to the development of listening habits are (a) opinions toward listening expressed by adults to the children with whom they are associated and (b) the observable listening habits of adults.

Parents and teachers often make listening unpopular, these authors continue. Statements of boredom on one hand and injunctions to listen on the other are both negative influences. Other undesirable habits demonstrated by adults include (a) nodding and smiling as a way of cutting off a speaker, (b) doing other work while allegedly "listening", and (c) interrupting the speaker. Additional school-oriented negative influences include repeated interruptions of normal and regular classroom activity by bells, announcements, etc.; failure of the teacher to observe listening standards adopted for the entire class (whether in relation to an individual presentation, a panel, a recording, or a radio or television program) and failure of the teacher to provide appropriate instructions and assignments. When pupils cannot execute instructions or assignments, they develop a tendency not to listen, in order to help avoid the tension created when work cannot be completed because they do not understand what is expected of them. Nichols and Cashman state that parents hurt the cause of listening when they (a) avoid taking notes in situations which demand notetaking and (b) when they mutter "uh-huh" from behind a newspaper.

Bird, (1960, pp. 31-33), suggests four approaches to the teaching of listening:

> 1. The Direct Approach. Teach the importance of listening, describe the listening process, and enumerate the characteristics of good and poor listening.
> 2. The Integrated Process. Reorientation of reading and writing to tie in with the teaching of listening. Identify the skills needed in each field.
> 3. The Incidental Approach. The most common and the least satisfactory.
> 4. The Eclectic Approach. This approach recommended by Bird, combines approaches number one and two.

The Commission on the English Curriculum (1956, pp. 267-69), suggests the following fourteen provisions for improving listening habits. The authors state that:

In general, listening habits of children will improve throughout the elementary school to the extent that the following provisions are made:

The atmosphere is an accepting one.

The seating arrangement is comfortable and informal.

Children who have hearing losses are advantageously seated.

All opportunities that occur during the day are used to encourage children to listen.

The children have real purposes for listening.

The children are prepared for special listening experiences.

The content of material presented is appropriate to the children's interests and maturity.

The length of presentation is kept within the interest span of a given age.

The speaker, child or adult, is natural in manner, speaks clearly, and watches children's faces and behavior for signs of flagging interest or lack of understanding.

When the teacher presents a story or poem, there are frequent opportunities for children to participate by chanting the refrain or other names.

Children are given opportunity to use what they have heard.

Frequent opportunity is given to "talk over" what has been heard.

Provision is made for children to give some personal expression to what they have heard.

Children are encouraged to improve their listening habits through setting up standards for good listening and through evaluating the effectiveness of results.

The one factor that seems to be implied by each of these provisions for improving listening habits is that the teacher must be enthusiastic about listening to achieve success. Often this enthusiasm can be reflected in the teacher's ability to be a "good" listener as a teacher. Many teachers overlook one of the most successful teaching techniques available to them when attempting to improve listening, teaching thru example. This may be the key to success for an entire listening and speaking program.

The following suggestions are offered by the authors of The English Language Arts in the Secondary Schools, (1956, pp. 267-69), as the seven essentials of a developmental listening program:

1. The entire faculty should provide listening experiences of graduated difficulty.
2. Listening should not be considered a thing apart. It should be taught in relation to all the listening situations in the classroom, auditorium, and club activities, a listing of which should be a first step in curriculum planning.

3. A careful analysis should be made of the skills in listening needed in each of these situations.

4. Students should be given special preparation for listening needed in each of these situations.

5. The interrelationships of speech and listening should be explored so that the two may be taught in mutually helpful fashion.

6. What is taught should be related to the uses of listening in the home and the community as well as to the classroom and other school activities.

7. A program of evaluation should be set up to discover as objectively as possible what progress students have made in the improvement of their listening.

Thus, we can see that a program for the teaching of listening skills depends heavily upon teacher attitude, teacher enthusiasm, teacher example, the integration of listening with the other language arts and with other areas of the curriculum, the introduction of specific skills at opportune times and at the appropriate degree of difficulty, the need for individualization of a listening program and finally, the necessity of performance objectives to satisfy the need for evaluation.

Speaking

Several references to speaking were made in the review of the literature pertaining to listening. Speaking is next in the line of development of language arts after listening. Speaking is developmental in nature and it is used more than any other language art with the exception of listening. Speech is oral language, the principal means of self expression.

Speaking is defined as the act of expressing thoughts or ideas through articulate words or sound patterns. Fessenden (1968, p. 21), points out that the spoken word is basic. He states that the word language itself means tongue. Thus, the derivation of the word emphasizes the physical, or organic nature of language. The written word has evolved as a translation of the oral symbol into a different medium. The written word has made it possible to preserve and transmit ideas" through time".

In the past few years, the teaching of listening has experienced a rebirth. People are suddenly placing emphasis on the teaching of listening. The teching of speaking has not enjoyed the same popularity, even though few would deny the importance role speech plays in everyone's life today. Most people can not express ideas verbally as clearly or precisely as they can in writing, yet the need for improving speaking skills has not been recognized to the extent that the need for improving listening skills has.

Oral communication plays a major part in a normal child's everyday world. At an early age the child learns to express his needs, wants, and thoughts orally. By experience through feedback, and later through imitation, the child develops his initial language skills. Even after other methods of thought communication have opened up to the child, his oral language ability will remain important not only as a means for interchange of ideas but as a way of relating himself to others. Growth in oral language is the foundation for growth in all other language learnings and determines progress toward social and emotional adjustment, fulfilling civic responsibilities, and achieving vocational success. Once teachers understand language (oral) as a vital part of all human experience and inseparable from that experience, the teaching of speaking will begin to receive some of the attention it deserves.

According to the Baltimore guide,"A Guide to Elementary Education," (1967, p. 131), the effective use of oral communication depends upon having (1) something to say of interest or importance, (2) a pattern of grammatical usage that makes the speech meaningful, and (3) control of the speech mechanism. Occasionally, variations in speech patterns occur for a variety of reasons, many attributable to individual differences. The teacher needs to acquire a realistic picture of the child's personal needs as they affect his ability to speak. Even the simple speech problem is a personal problem to the child. Correct usage also plays an important role in the child's ability to communicate. The teacher should devote the major portion of his interest to the quality of thought communicated through oral language, to the ease of expression and to the child's growing confidence in his ability to communicate with others through speaking.

Oral versus Written Language

Oral expression precedes and is the foundation for written expression. When we compare the two, the similarities appear obvious. Both speaking and writing are forms of expressive language. Both are vital communication tools. Fessenden (1968, p. 22), provides us with a comparison of these two media.

> The writer usually has more time in which to phrase his thoughts exactly.
>
> The writer can erase, correct, reword his ideas without a feeling of embarrassment or awkwardness.
>
> The written word is likely to be impersonal, unless one knows the writer and can visualize his mood or manner.
>
> The spoken word is more personal and therefore more colorful. It tends to command attention more readily because of the presence of the speaker.
>
> The spoken word carries overtones of meaning. It reveals the mood of the speaker. It may indicate urgency, stress, excitement, or displeasure.
>
> The speaker's inflection, his pauses for emphasis, his facial expression, and his gestures add meaning to what he says.
>
> Face-to-face conversation invites mutual response and interchange of ideas.

Writing has made possible the preservation and the transmission of ideas from one generation to those that follow. Yet speech continues as the major medium of communication in day-to-day experience. It is the tool for the development of mutual understandings and appreciations.

If one were to examine the amount of time he himself spends speaking as compared to listening, reading and writing, it is obvious that listening and speaking dominate far more time than does reading or writing. The act of speaking is basic, it fills a life need of man. Ecroyd (1969, p. 174), points out that speech is not a narrow academic discipline but an aspect of human behavior. Moreover, he states, speech is a learned behavior; therefore we are all living, breathing proof that speech can be taught. This leads to the question, should speech be taught?

Why Teach Speech?

Ecroyd (1969, pp. 174-75), presents an excellent argument that speech should be taught. He points out that thought itself is subvocal speech. Speech not only reflects, but in some cases even determines personality. He points to speech as a valuable means of self-expression, as a safety valve for the pressures of our time, and as influencing the behavior of those around us. Speech is our primary personal means of communication. "Can there be any real doubt", concludes Ecroyd,"that any aspect of human behavior so common, so vital, so often badly used, should be an integral part of the training offered by our schools?"

If speech can be taught and should be taught, why is it that very few students receive specific instruction in this vital area? It is impossible to find a satisfactory answer to this question. Energy might better be devoted to the question, What can be done to correct this error in educational planning and/or judgment?

Teaching Speaking Skills

Every teacher is a speech teacher. Since children learn by imitation and since children emulate their teacher, the teacher needs to be a model speaker. He should speak in a well modulated voice, use fitting posture, demonstrate correct usage, fitting enthusiasm, courtesy and poise.

Fessenden (1968, p. 108), discusses the role of the classroom teacher pertaining to speech.

> No matter what subject or subjects you teach, you are always a speech teacher. Your manner of speaking is an important part of your total personality. It repels or it attracks; it invites friendly response or it generates negative attitudes. It determines, to a great extent, the speech pattern that will prevail in the classroom - as well as the rapport of the pupils and their response to teacher guidance.... Good communication, through good speech, is basic to good human relations and is therefore basic to the teacher's professional success.

A teacher with good speech creates a favorable environment for learning. As the teacher listens and observes the speech of his class, he will discover the special needs of the individual students in his class. He must provide the help necessary or make the proper referrals for corrective treatment. As Ecroyd states, (1969, p. 176), "Speech training is not a 'Frill', it is basic to all learning, and all teaching." Although the teacher is not an expert, he should be expected to have some effect on the speech development of his pupils. If the effect is to be meaningful and positive, it will require special thought and planning to assure that positive speaking behaviors are demonstrated and reinforced and that negative speaking behaviors are discouraged and eliminated.

The Baltimore guide, "A Guide to Elementary Education," (1967, pp. 131-33), lists three elements of oral expression; vocabulary, diction and sentence sense. It is growth and development of these three areas that should be a prime responsibility of the elementary school curriculum. These areas need not be developed exclusively during a language period, but are necessary and can be improved in conjunction with almost every area of the curriculum. Many writers believe that the more meaningful the experience, the more rapid the growth will be in vocabulary and sentence sense. Improved diction will often result by the teacher providing a good speech model. If a severe deviation is discovered in this area, special help should be sought from the school speech therapist.

The current status of speech instruction in the primary grades was investigated by Walwick. In his dissertation, "The Status of Speech Instruction in the Elementary Schools," (1967), he relates six major responses to a questionnaire which required a review of instructional materials.

1. The term "speech" is vaguely defined but interpreted mostly within the remedial and developmental context.
2. Provision of speech experiences does not preclude the presence of speech training.
3. The importance given to personal development tends to focus attention on the pupil as a performer rather than as a communicator.
4. Although teachers express a concern for the child with a speech problem, a systematic sequence of instruction similar to that directed toward reading is needed.
5. A spirit of readiness for inclusion of formal speech education is expressed.
6. Training in oral language arts methods should be a part of teacher preparation programs.

These insights into the status of speech instruction paint a clear picture of speech education as it exists today in our public schools and establish the fact that a need and a readiness for speech instruction exist. A suggested form for speech instruction is set down in Chapter III, as are guidelines for a listening program. Both programs should be integrated and sequential.

Chapter 3

PROCEDURE IN COLLECTING EVALUATING AND ARRANGING DATA

Curriculum guides for the teaching of listening and speaking skills to primary grade children were solicited from selected towns and cities. A letter (see Appendix A) requesting copies of available guides was sent to New York City, Nashville, Phoenix, Cincinnati, Minneapolis, Baltimore, Los Angeles and other selected cities and towns where guides were or might have been available.

Based on the general objectives of the language arts program described in the language arts curriculum guide for grades 1 through 8 in Madison, Connecticut, the following overall objectives for this guide were established. The first and primary objective is to increase the child's ability to listen. The second is to develop in the child the ability to express himself through oral language easily and effectively. Finally, while working toward these two objectives, the child will develop a consciousness of the responsibilities of both listener and speaker.

To achieve these goals, the areas of listening and speaking are treated separately and yet parallel each other. Organization is most important when creating a guide such as this, for it makes good educational sense to teach skills sequentially and at a level where a need and an ability to grasp the skill exists.

Listening skills range from hearing or the perception of auditory stimuli at an elementary level to critical and creative thinking as the most complex behavior. Auditory perception is the level above perceiving auditory stimuli and is a prerequisite to understanding the literal meaning of what is heard. Listening skills are closely related and are needed at all levels of development. Certain listening skills develop simultaneously, and attention must be given to a specific skill when a need arises and when the child is intellectually capable of working on it. The important fact to remember however, is that these skills develop at different rates as the child experiences success in meeting his language needs.

The same is true for speaking skills; all speaking skills are related and develop simultaneously. It is also true that these skills develop at different rates. The child's oral language is his first avenue of thought communication. Even after other avenues of thought communication have opened up to him, his oral language ability will remain important not only as a means for interchange of thought and as a way of relating himself to others but also as the foundation for other language activities. As the power to express increases, the power to think also improves. The same skills are needed in organizing thinking as are needed in organizing speech.

A comprehensive listing of growth levels of listening is found in the Baltimore guide, "A Guide to Elementary Education", (1967, p. 95). This writer has placed them under the present title, and has added the numbering to aid in later comparison.

TAXONOMY OF LISTENING PERFORMANCE LEVELS

1.0 Perceiving Auditory Stimuli (Hearing)
    1.1 Recognizing and identifying sounds.
    1.2 Reproducing sounds.
    1.3 Discriminating rhythm, pitch, intensity, and patterns of sound.
    1.4 Identifying likenesses and differences in word sounds.

2.0 Understanding Ideas - Literal Meaning Skills
    2.1 Getting literal meaning of sentences, phrases, and words.
    2.2 Determining the main idea.
    2.3 Noting details.
    2.4 Determining sequence of events.
    2.5 Following directions.

3.0 Interpreting Ideas - Interpretive Thinking Skills
    3.1 Seeing relationships and forming associations.
    3.2 Anticipating outcomes.
    3.3 Organizing ideas.
    3.4 Forming sensory images.
    3.5 Sensing character traits.
    3.6 Interpreting the feelings of the characters.
    3.7 Inferring motives of characters.

4.0 Evaluating Ideas - Critical Thinking Skills
    4.1 Distinguishing between fact and opinion, real and fanciful, truth and untruth.
    4.2 Judging the purpose of the speaker.
    4.3 Drawing conconclusions.
    4.4 Determining the quality and value of information.
    4.5 Making generalizations.

5.0 Responding Creatively to Ideas - Creative Thinking Skills
    5.1 Expressing in art, language, or music ideas stimulated by listening.
    5.2 Developing original ideas to solve problems, strengthen concepts, extend present knowledge.

Careful examination of this taxonomy indicates that the arrangement of levels is hierarchical in nature with a sequencing of objectives from the simple to the complex. Each classification involves behavior which is more complex and abstract than the previous category.

Based on those mental processes necessary at each performance level of listening, and using this taxonomy and the taxonomy of educational objectives for the cognitive domain as organized by Bloom and others (see Appendix B), the present writer has constructed the following taxonomy of speaking performance levels.

TAXONOMY OF SPEAKING PERFORMANCE LEVELS

1.0 Producing Oral Language (Talking)
    1.1 Producing audible sounds.
    1.2 Producing sounds clearly and accurately.
    1.3 Imitating sounds and patterns of sounds.
    1.4 Matching sounds and patterns of sounds.

2.0 Communicating Simple Ideas - Literal Meaning Skills
    2.1 Labeling.
    2.2 Identifying.
    2.3 Stating simple sentences.
    2.4 Telling simple details; describing, sequencing.
    2.5 Giving simple directions.

3.0 Expressing Ideas - Interpretive Thinking Skills
    3.1 Organizing ideas.
    3.2 Predicting outcomes.
    3.3 Stating relationships.
    3.4 Identifying characteristics.

4.0 Relating Opinions - Critical Thinking Skills.
    4.1 Making evaluations.
    4.2 Drawing conclusions.
    4.3 Making generalizations.
    4.4 Summarizing.
    4.5 Establishing priorities.

5.0 Responding Creatively - Creative Thinking Skills
    5.1 Making value judgments.
    5.2 Contributing new and worthwhile ideas.
    5.3 Brainstorming.
    5.4 Extemporaneous speaking.

The organization of performance levels into a taxonomy is significant, for much more is implied by this than simple classification. A taxonomy is a classification of educational outcomes. Bloom points out (1969, p. 17), that strictly speaking, these terms are not interchangeable. He states that taxonomies have certain structural rules which exceed in complexity the rules of a classification system. While a classification system may have many arbitrary elements, Bloom points out that a taxonomy scheme may not. A taxonomy must be so constructed that the order of terms will correspond to some "real" order among phenomena represented by the terms. A taxonomy must be validated by demonstrating its consistency with the theoretical views in research findings of the field it attempts to order.

Both taxonomies presented above begin with simple educational behaviors requiring beginning cognitive skills and progress to complex educational behavior requiring complex cognitive skills. It is clear that the taxonomies are by definition sequential, with some proficiency required in a skill at the lower levels before skills at higher levels can be developed. Krathwohl (Lindvall, 1969, p. 21), shows this with reference to the Taxonomy of Educational Objectives - The Cognitive Domain (see Appendix B).

> "Perhaps the idea of the continuum is most easily gained from looking at the major headings of the cognitive domain, which include knowledge, comprehension (ability to restate knowledge in new words), application (understanding it well enough to apply it), analysis (understanding it well enough to break it apart into its parts and make the relations among ideas explicit), synthesis (the ability to produce wholes from parts, to produce a plan of operation, to derive a set of abstracts relations) and evaluation (be able to judge the value of material for given purposes). An objective may include many elementary behaviors, but it is properly classified at the highest level of behavior involved."

The validity of the Taxonomy of Listening Performance Levels as proposed by Baltimore and of the Taxonomy of Speaking Performance Levels as constructed by this writer can only be judged by comparison of these lists with the definition of "taxonomy" to verify that they meet the criteria implied by the definition and by comparison with the Taxonomy of Educational Objectives - The Cognitive Domain (see Appendix B). In the opinion of this writer, both lists satisfy the definition and are therefore taxonomies rather than simple lists for classification. Although it is possible to conceive of the major classes of each taxonomy in several different arrangements, the present arrangements represent a hierarchical order of performance levels. As listed, the performance in one class is likely to make use of and be built on the performance level found in the preceeding classes in the lists.

Krathwohl (Lindvall, 1969, p. 21), points out that one test of a taxonomy is that of inclusiveness. He asks the question, "Could one classify all kinds of educational objectives (if stated as student behaviors) in the framework?" These taxonomies are valid if such is the case.

The interrelatedness of listening and speaking is clear, with sophistication in listening required for each skill before that skill can be developed at the same level for speaking. It is the opinion of this writer that the three taxonomies parallel one another, both vertically and horizontally. Each taxonomy clearly provides a developmental picture of the way in which each level is reached, from simple hearing or talking through creative thinking skills. It makes clear the beginnings of complex levels of performance such as understanding, interpreting and evaluating. The teacher's attention must focus on the development of simple behaviors which are the building blocks out of which the more complex behaviors grow. Many of these simple behaviors are neglected or taken for granted by a vast majority of teachers.

The development of those performance levels listed in the taxonomies are stressed in this guide and these taxonomies are the criteria for material to be included in this curriculum guide. Material and data which do not foster development of these performance levels are not included in this guide.

Chapter 4

THE THESIS

Listening and speaking skills have been stated in behavioral terms by the present writer to indicate what is expected of the student, and for evaluation. Each skill to be taught is stated separately, as a performance objective, and is followed by instructional aids, a technique or techniques directly related to the performance objective, and activities when available to provide alternative approaches and assist in reinforcement.

Many of the instructional activities in this guide come from existing solicited guides. All instructional strategies for the teaching of each skill were considered and evaluated on the basis of which appeared with the greatest frequency and met the criteria set up by the present writer. The strategies judged most relevant appear in this guide.

Behaviors in listening and speaking were arranged to conform with the taxonomies of listening and speaking performance levels. Although each performance objective might require the use of many levels of behavior, each is classified at the highest level of behavior involved or required. Most of the behaviors presented are developed spirally, and although this guide is specifically for children in grades K-2, the teacher is expected to adapt the activities to meet the child's individual needs and proficiencies.

TABLE OF PERFORMANCE OBJECTIVES

Listening Performance Levels

1.0 Perceiving Auditory Stimuli (Hearing)

1.1 Recognizing and identifying sounds.

L 111 Given a familiar gross environmental sound, the child will identify a picture of its source from a choice of four (4) pictures.

L 112 Given an established familiar sound while heads are down on desktops, the students will indicate by pointing which direction the sound originated from.

L 113 Given environmental sounds the child will distinguish among those which are part of the pupil environment, voices of people, and sounds of nature.

L 114 Upon returning from a walk, each child will identify three different sounds he heard during the walk.

1.2 Reproducing sounds.

L 121 While taking a "listening walk", the child will identify gross environmental sounds. The child will discuss what has been heard by recalling three separate stimuli and identifying their sources.

L 122 Given a rhythmic pattern of up to three seconds duration, the child will be able to duplicate the pattern through clapping or using a drum.

1.3 Discriminating rhythm, pitch, intensity, and patterns of sound.

L 131 Given samples of recorded music the child will respond to intensity (loud-soft), frequency (high-low), and pace (fast-slow). These responses will be expressed through demonstrated movement.

L 132 Given a series of speech models, the listener will differentiate between "whispering", "talking", "shouting", and "singing" voices.

L 133 Given two cvc words (consonant-vowel-consonant) with the initial consonant misarticulated in one of the words, the child will be able to identify which word was articulated correctly, the first or the second.

L 134 Given two simple sentences, one with correct usage and the other with poor or incorrect usage, the child will identify which sentence has correct usage, the first or the second.

1.4 Identifying likenesses and differences in word sounds.

L 141 Given pairs of words or sounds which are either the same or similar but different, the child will demonstrate his ability to hear likenesses and differences by correctly identifying each pair as either the same or different (S or D).

L 142 Given two words presented simultaneously on tape, the student will be able to retain and repeat both words spoken by the speaker.

L 143 Given a group of four words, the children will listen to hear likenesses and differences in speech sounds and patterns, and in rhyme. The child will be able to explain or demonstrate that likeness or difference.

L 144 After listening to a passage recorded on tape containing poor usage, pronunciation and enunciation, the student will identify up to five errors and make appropriate corrections.

2.0 Understanding Ideas - Literal Meaning Skills

2.1 Getting literal meaning of sentences, phrases, and words.

L 211 Given a list of standards for good listening, the child will reproduce this list from memory upon request.

L 212 Given an opportunity to listen to a short story, the child will use words from the story in his summary or an event in the story.

L 213 While another child is relating a personal experience, the listener will listen without interruption and will ask relevant questions when the speaker has finished.

L 214 Given specific directions on what information to listen for, the student will demonstrate his ability to listen purposely and selectively by responding correctly to questions calling for specific information presented orally.

2.2 Determining the main idea.

L 221 The child will listen to a short, recorded paragraph for information and will summarize the main idea of the paragraph in one simple sentence.

L 222 After listening to a short story with one central idea, the child will be asked to choose a sentence from 3 alternatives that tells its main idea.

2.3 Noting details.

L 231 After listening to a short story, the child will identify a sentence that states the main idea and support his answer by citing parts of the story. He will clarify the relationship between specific details and the main idea.

L 232 After listening to an oral passage, the student will demonstrate that he has listened to get information and to understand instructions by answering questions on the material.

L 233 Given a short passage or story and four sentences, three of which tell about things that happened in the story and one which tells something that did not happen, the child will circle the number of the sentence that tells something that the child did not hear in the story.

2.4 Determining sequence of events.

L 241 After listening to a story of not more than 60 seconds duration, the child will demonstrate his ability to place a series of up to six pictures in correct sequence and then retell the story, referring at least once to each picture in the sequence.

L 242 Given a short story containing a sequence of three or four events, the child will identify what happened before or after a specific event in the story.

L 243 Given a short story read orally, followed by four sentences, the student will circle the number of the sentence that tells what happened after a specific event in the story, reinstating sequences of ideas.

2.5 Following directions.

L 251 The student will respond quickly and quietly to a request for attention by stopping all activities immediately and listening.

L 252 When directed to perform a specific task within his capabilities, the student will stop what he is doing, listen quietly to the directions, and demonstrate comprehension by successfully completing the task.

L 253 Given a series of two or more directions involving specific actions, items, people, places, and/or times, the child will demonstrate understanding by successfully completing the directions.

L 254 Given specific rules for attentive and courteous listening, the student will adhere to the specific standards during specified listening situations.

3.0 Interpreting Ideas - Interpretive Thinking Skills

3.1 Seeing relationships and forming associations.

L 311 Given oral clues describing specific details, the child will organize these clues and identify the object that the clues (details) fit.

L 312 Given up to six pictures of objects that could be related, the child will classify the objects after listening to clues of likenesses and differences.

3.2 Anticipating outcomes.

L 321 After listening to a passage, the student will explain relationships of ideas discussed in the passage, and successfully predict outcomes based on information contained in the passage.

3.3 Organizing ideas.

L 331 Given specific examples of things disorganized yet related, the child will discover appropriate organization or relationships and will correct problems of disorganization where they exist.

L 332 After a story has been read orally during "story time", the child will demonstrate comprehension of the story by taking a large, white sheet of unlined paper and after folding the paper into four boxes, will draw a picture of what happened first in the first box. In the second box, he will draw or write about what happened next, and so on.

3.4 Forming sensory images.

L 341 After listening to a short untitled poem read by the teacher, the student will demonstrate his understanding of the central theme of the poem by suggesting an appropriate title pertinent to the main idea and dramatize a situation related to the main idea of the poem.

3.5 Sensing character traits.

L 351 After having listened to a guest speaker, attended an assembly program, or gone on a guided field trip, each child will tell one way his listening behavior affected the communication process.

3.6 Interpreting the feelings of the characters.

L 361 Given a statement spoken in a specific tone of voice, the listener will deduce the mood of the speaker and the meaning of the statement based on the tone of voice.

L 362 After listening to a sentence spoken with specific intonation to convey meaning, the child will select a word that best describes the meaning the speaker intended or the mood of the speaker, or both.

3.7 Inferring motives of characters.

L 371 After listening to a story about how people try to talk others into doing something or into believing something, the student will identify a sentence that tells the way that was used to persuade someone else.

L 372 Given a specific phrase or sentence read aloud with various voice inflections, the listener will recognize changes in voice inflection by describing effects on meaning.

4.0 Evaluating Ideas - Critical Thinking Skills
4.1 Distinguishing between fact and opinion, real and fanciful, truth and untruth.

L 411 During discussions and conversations the child will listen to distinguish between fact and opinion, real and fanciful, truth and untruth. The child will classify statements as fact or opinion, real or unreal, true or untrue.

4.2 Judging the purpose of the speaker.

L 421 Given a simple statement or a simple question, the student will distinguish between sentences that tell and sentences that ask.

L 422 Given a complete sentence, the learner will demonstrate his understanding of what is expected of him by classifying the sentence as either a question or a statement.

4.3 Drawing conclusions.

L 431 Given a short story that is not finished, the student will be given four endings to the story and will circle the number of the ending which best tells what would happen next in the story.

L 432 Given situations where certain factors interfer with listening, the child will identify which factors are interfering with the listening process in each situation.

4.4 Determining the quality and value of information.

L 441 Given a short story of four sentences, the child will listen for the sentence that does not belong in the story. The child will circle the number of the sentence that does not belong.

L 442 After listening to a short passage or story followed by four related sentences, the listener will be asked to choose the idea that makes the most sense based on the content of the story.

4.5 Making generalizations.

L 451 Given a list of three to five familiar items, the student will listen for the one item that does not belong with the other items. He will demonstrate his ability to classify information and to form generalizations by identifying the item that does not belong with the other items on the list.

L 452 The student will identify a specific picture after listening to a series of questions and their responses.

5.0 Responding Creatively to Ideas - Creative Thinking Skills

5.1 Expressing in art, language, or music ideas stimulated by listening.

L 511 The student will identify familiar gross environmental sounds by listening to recorded sounds and drawing a picture of the object or thing that created the sound.

L 512 After listening to a musical selection, the student will respond to the mood of the selection by drawing a picture of his mental thoughts and impressions.

L 513 After listening to music that suggests rhythmic movements such as swaying like the trees in the wind, dramatizations, or stories, the listener will respond to the question, "What did you see while you were listening?" The response may be in the form of an acted out response, an oral response, or the child may wish to illustrate the music, dramatization, or story, thus giving evidence of mental images they developed during listening.

5.2 Developing original ideas to solve problems, strengthen concepts, extend present knowledge.

L 521 After a particular classroom activity has been completed that required listening, the student will answer the question, "Why did you listen" (For what information?).

Speaking Performance Levels

1.0 Producing Oral Language (Talking)

1.1 Producing audible sounds.

S 111 Given a situation with a familiar environment and props, the child will participate in dramatic play without the use of plot or sequence. Through conversation and activity, the child plays at being an adult, an animal, or an inanimate object in his imaginary world.

1.2 Producing sounds clearly and accurately.

S 121 Given a list of ten (ing) words, the child will produce all ten words correctly, using appropriate pronounciation and enunciation.

S 122 Given a specific word to pronounce or picture to describe, the child will use clear and distinct speech so that others will understand what is being said.

1.3 Imitating sounds and patterns of sounds.

S 131 The child will pretend to be a toy, animal, character from storyland, circus performer, etc. The child will move about and imitate the sound or pattern of sounds of the thing, animal or person they represent.

S 132 Given a specific situation which provides opportunity for courteous expression, the child will respond selecting phrases appropriate to the situation and conforming to social courtesies.

1.4 Matching sounds and patterns of sounds.

S 141 Given practice in reciting verses together, either in unison or in dialogue form, the timid child will speak out, while the aggressive child will restrain tendencies to dominate. All children will participate and no child will sieze control of the exercise.

2.0 Communicating Simple Ideas - Literal Meaning Skills

2.1 Labeling.

S 211 During a "Show and Tell" period, the child will share news or objects brought to school using simple spontaneous sentences while adhering to established standards for speaking.

2.2 Identifying.

S 221 Given a variety of playthings, the child will identify an item correctly and then use the words May I and Thank you when asking permission to play with the item.

S 222 The child will identify self satisfactorily by giving first name and last name; age; month and day of birth; address and telephone number; name of father, school, teacher and principal; grade.

2.3 Stating simple sentences.

S 231 Given a familiar picture or object as a stimulus, the child will construct and recite a simple sentence spontaneously.

S 232 While greeting people, making introductions or sitting at the table, the child will demonstrate acceptable speech patterns and appropriate vocal characteristics by using complete sentences and speaking loud enough to be heard and understood.

S 233 While practicing complete sentence pattern drills, the student will differentiate between appropriate and inappropriate language by constructing sentences of their own using similar and appropriate language patterns.

2.4 Telling simple details; describing; sequencing.

S 241 Given a verbal message, the child will store the message for a specified period of time and then repeat the message without substantially altering its content.

S 242 After listening to a story of not more than 60 seconds duration, the child will demonstrate the ability to place a series of up to six pictures in correct sequence and then retell the story, referring at least once to each picture in the sequence.

S 243 During a "Show and Tell" period, the student will describe an object brought to school using standard grammatical usage. He will entertain questions from his audience and answer them using standard grammatical usage.

S 244 Given a specific picture or object, the student will describe that object to a listener who has not seen the object, using words without gestures or visual aids to describe the object accurately. The listener will in turn, be called upon to identify the object based on its description from amongst several similar objects.

2.5 Giving simple directions.

S 251 When giving announcements, explanations, directions, descriptions or information, the student will:

1. Wait until everyone is ready to listen.
2. Speak loudly and clearly.
3. Look at the person he is talking to.

S 252 Given practice telephones, the student will use the telephones efficiently, introducing self, giving reason for calling and proper conclusion.

3.0 Expressing Ideas - Interpreting Thinking Skills

3.1 Organizing ideas.

S 311 During a discussion period within a small group, the child will express his personal thoughts on specific topics in a way that can be understood by his listeners. Success can be measured by the types of questions asked.

S 312 In a three to five sentence talk, the student will express ideas in an orderly sequence using words such as first, next, then, after, finally, etc.

S 313 The student will hold the attention of the group using visual or audio supports while telling stories or relating incidents seen or heard, as measured by a list of given standards.

S 314 The child will deliver a short talk or announcement related to an assigned subject or interest or to information to be shared with the group, telling who, what, where, when, why and/or how, when they apply.

S 315 The student will prepare and give a one minute personal experience talk without notes, describing who, what, when, where, why, and how.

S 316 The student will prepare and give a one minute talk about a specific topic, using a beginning sentence that states the main idea, sequential development, and a closing sentence.

3.2 Predicting outcomes.

S 321 After listening to part of a passage, the student will relate the sequence of events expressed in the passage and successfully predict outcomes based on that sequence of events.

3.3 Stating relationships.

S 331 The child will relate an incident or personal experience using appropriate ideas expressed in simple spontaneous sentences.

S 332 Given a specific topic the speaker will limit his discussion to that topic and related, supportive data, avoiding the introduction of new unrelated topics or ideas.

3.4 Identifying characteristics.

S 341 Given three specific rules for speaking behavior, the child will list these rules in any order and demonstrate comprehension through adherence to the rules when speaking in large group or small group situations.

S 342 Given a particular object or picture as a stimulus, the child will discuss the stimulus using complete sentences in small group situations.

S 343 Given a suggested activity, the child will act out or pantomime that activity using body control, movement, and gesture so that the observer can identify the activity being pantomimed.

4.0 Relating Opinions - Critical Thinking Skills

4.1 Making evaluations.

S 411 During specifically structured discussions, the child will express disagreement with the teacher and his classmates whenever he objects to what has been said and/or will express agreement with the teacher or his classmates whenever he supports what has been said. He will do this by holding up the appropriately colored card.

S 412 Given a taped sample of a child's own speech, the student will detect mispronounced words and will correct confused sounds, omitted and extra sounds.

S 413 Given a taped sample of the student's speech, the student will recognize errors (if they exist) made in the articulation of specific speech sounds.

4.2 Drawing conclusions.

S 421 Given a specific topic for discussion, the children will recognize and utilize patterns of organization. The student will compare and contrast, classify, use time order, spatial order or analyze cause and effect, whichever process is most appropriate for the situations described in the activities.

S 422 Given fifteen different items, the student will identify a specific item through questioning. The responses to the questions can be only "yes" or "no".

S 423 Given a picture of a situation depicting a definite mood, the child will communicate the mood of the person in the picture, using the tonal quality of what the person in the picture might be saying as a clue.

4.3 Making generalizations.

S 431 The child will respond to specific role playing situations by improvising dialogue and demonstrating appropriate language courtesies.

S 432 Given an opportunity to classify objects as pretty, funny or good, the child will express his personal opinion and offer at least one reason to justify his classification.

S 433 Given a structured situation for dramatic play, the standards to follow during participation, the child will participate in the dramatization and adhere to the specified plot and standards.

4.4 Summarizing.

S 441 Using the Bell Telephone Systems special Teletrainer phones, the student will use telephone courtesy by answering politely. He will demonstrate his ability to receive messages so that the main idea of the message remains intact and can be repeated correctly when the conversation has been completed.

S 442 Given a selected passage at an appropriate reading level and with a single mood, the student will read the passage orally in an expressive way. The child will express the main idea of the paragraph in one complete sentence.

S 443 Given a specific phrase or short paragraph, the student will restate the main idea of the phrase or paragraph using different words.

S 444 After listening to a short story, the listener will relate two or three incidents of the story in proper sequence.

S 445 After listening to a recorded short story, the student will retell the story in his own words (with or without the aid of pictures) using acceptable speech patterns and standard usage.

4.5 Establishing priorities.

S 451 During a conversation the child will wait his turn before entering the conversation; he will not interrupt but will wait until another is finished speaking.

S 452 Given two practice telephones, the student will make or receive calls while adhering to specific standards for each activity.

S 453 Given an opportunity to tell about a personal experience, the child will determine a purpose and relate the sequence of events and pertinent information to this purpose.

5.0 Responding Creatively - Creative Thinking Skills
5.1 Making value judgements.

S 511 Given the opportunity to help plan and evaluate the day's activities, the child will make suggestions and value judgments as to which activities are most worthwhile. The child will be able to offer at least one reason to support his viewpoint.

S 512 Given an assignment to select a topic for a talk, the child will consider the interests of the listeners when selecting something to tell. The listeners will rate the choice of subject matter. The speaker will rate the choice of subject matter using the same rating scale. The ratings should be similar.

5.2 Contributing new and worthwhile ideas.

S 521 Given a picture of an experience familiar to the child, the child will create a story which will include additional characters, objects, and sounds as well as placing the storyteller in the pretend situation. The story should be one paragraph and between five and ten sentences in length.

S 522 Given the opportunity to help plan and evaluate his daily activities, the child will make suggestions and value judgments based on his recognized needs and desires. The child will be able to support his plan or judgment with at least one valid reason.

S 523 Given an opportunity within a structured situation, the student will dramatize a favorite story, original story, play or social situation, using appropriate movement and dialogue.

S 524 The student will offer suggestions or opinions during classroom discussions, either voluntarily or when solicited by the teacher. No child will dominate classroom activities and no child will remain reticent.

5.3 Brainstorming.

S 531 Using a picture, word, object, or experience as a stimulus, the child will create a story using descriptive words that tell color, size or condition.

S 532 Given a list of 14 desirable outcomes of a good speaking program, the child will select eight outcomes and offer one reason why each outcome is "desirable" and one suggestion on how each outcome might be achieved.

5.4 Extemporaneous speaking.

S 541 Given a group of from three to five children and a topic of mutual concern or understanding, each member will participate in a discussion of the topic using both listening and speaking skills. No child will dominate the discussion and no child will be reticent.

S 542 During classroom discussions, the child will relate an incident seen or heard that is relevant to the topic under discussion. The child will use simple, complete sentences and varied vocal inflection.

S 543 Given a list of specific skills for discussion, the student will carry on informal discussion demonstrating an understanding and the practical application of those skills.

S 544 Given the four "W's" of good reporting; who or what, why, when and where, the student will give a brief report in a content area stating information accurately. Each of the elements listed above will be represented in the report.

Objective: Given a familiar gross environmental sound, the child will identify a picture of its source from a choice of four (4) pictures.

Instructional Aids: Pictures or actual objects such as hand bell, egg beater, pencil, spoon and bowl, hammer, rattle, paper, squeaking toy, horn, blocks, harmonica, glass, tape recorder.

Technique:
The teacher asks the children to close their eyes. He makes familiar sounds and asks them to identify each. If the children have trouble, narrow down the possibilities and demonstrate each sound before the children close their eyes. If one has only pictures for props, the sounds may be taped in advance. The following things might be done and the sounds identified: crushing of paper, ringing a bell, shaking a rattle, tapping a glass, tapping a desk with a pencil, writing on chalkboard, etc. (Fort Worth, No Date, p. 5)

Additional Activities:

1. Play a "sound detective" game. Choose one child to be leader and another who is blindfolded to be the "sound detective". The leader points to a member of the class who asks in a normal voice, "What is my name?" If the blindfolded child makes the proper identification, the person identified becomes the new "sound detective." (N.Y.U., 1969, p. 40)

2. In conjunction with a music lesson, play records or tapes of musical selections involving different instruments. Ask children to differentiate between sounds of the individual instruments. If possible instruments of the various sections of the orchestra may be brought into the classroom and demonstrated (Ask fourth or fifth grade students taking lessons to come in and demonstrate their instruments). Pictures of the various instruments should be readily available. (N.Y.U., 1969, p. 40)

Objective: Given an established familiar sound while heads are down on desktops, the students will indicate by pointing which direction the sound originated from.

Instructional Aids: Toy that squeaks or object which can be used to make an easily distinguishable sound.

Technique:
Instruct the children to put their heads down on their desk tops with their eyes closed.
Ask one child to make a sound with a squeaking toy.
The other children in the class will identify the direction from which the sound came by pointing.
Choose one child to stand and listen carefully.
Allow that pupil three chances to try to place the exact location from which the sound came.
Touch one child.
Have that child say, "Good morning, Class" in his natural voice.
Ask a child on the other side of the room to identify the direction from which the voice came. (District of Columbia, 1968, p. 122)

Additional Activities:

1. Play "Little Duck." One child is the "farmer". He stands in front of the room with his back turned toward the group. The others are little "ducks". When the teacher or another child points to one duck who says, "Quack, quack," the farmer turns and tries to guess who spoke. This game helps the child concentrate on the direction of sound. (Cincinnati, 1963, p. 48)

2. Play "Hen and Chickens". A child is selected to be the Mother Hen. She leaves the room temporarily. The leader then taps several children (3 or 4) on the shoulder thus designating them as chickens. All children place their heads on their desks. (They will remain interested for a longer time if they can see, therefore they may sit with their heads down and only their mouths covered by their arm.) Mother Hen comes into the room and says, "Cluck, Cluck." The children designated as chickens reply, "Peep, Peep." Mother Hen listens and taps a child on the head if she thinks he is a chicken. If he is, he sits up in his seat. When Mother Hen has found all of her chickens she selects a child to take her place. (Fort Worth, No Date, p. 4)

L 113

Objective: Given environmental sounds the child will distinguish among those which are part of the pupil environment, voices of people, and sounds of nature.

Instructional Aids: Tape Recorder, Tape.

Technique:
Record various sounds on tape recorder and play back to children, having them tell the sounds they hear.
(Example: Sharpening a pencil, knocking on the windowpane, beating a drum).
The child should be able to distinguish between those which are part of his environment, voices of people, and sounds of nature.
The child should be able to identify the exact origin of the sound once the category is determined. (Birmingham, 1968, p. 61)

Objective: Upon returning from a walk, each child will identify three different sounds he heard during the walk.

Instructional Aids: None required.

Technique:
Without giving any instructions for listening, take the children for a walk. When they have returned to the classroom, have them identify the various sounds they heard during the walk and list them on the chalkboard. Then discuss with them the nature and sources of the sounds around them. Does identification of the source of the sound have a significance? Point out to the children that those children who have nothing to contribute may have poor listening skills or habits. (N.Y.U., 1969, p. 24)

Additional Activities:

1. Repeat the above activity, preferably visiting various areas, so that the children will become increasingly aware of what they are listening to and will be able to identify certain areas by the sounds they remember having heard there that are peculiar to the area. E.g., factory whistle, truck sounds, expressway traffic. (N.Y.U., 1969, p. 24)

2. Repeat this activity, telling children that they must listen for and remember three different sounds while on the walk. Ask the children why they did better the second time? (With a purpose for listening, this activity is much easier).

Objective: While taking a "listening walk", the child will identify gross environmental sounds. The child will discuss what has been heard by recalling three separate stimuli and identifying their sources.

Instructional Aids: None required.

Technique:
Take the children on a short walk around the school and school grounds. At first, the teacher should point out sounds and their origins to the students. Later, ask the students to identify sounds that they hear. It should be clear to all of the children that the purpose of this walk is to listen. When you return to the classroom, ask different children to identify and imitate various sounds they heard.

Additional Activities:

1. Take the class on a field trip to a farm or zoo or bring animals such as kittens, puppies, chickens, parakeets, or crickets into the classroom. Direct the children to listen to the sounds they make. Then play a record or tape recording of animal and bird sounds and have the children identify them. Large pictures of the various animals and birds should accompany the tape or record. (N.Y.U., 1968, p. 40)

2. Choose a period of the day when pupils can hear sounds in the street, the halls, or the classroom. The teacher may say, "Let's all sit as quietly as we can. Now what different sounds can you hear?" Another time she may say, "I hear a sound in the hall. What is it?" "I hear the sound of the clock. Can you make that sound?", etc. (Fort Worth, No Date, p. 5)

Objective: Given a rhythmic pattern of up to three seconds duration, the child will be able to duplicate the pattern through clapping or using a drum.

Instructional Aids: Drum; ball.

Technique:
The teacher or a pupil beats on the drum a certain number of times as all the children listen. One child is called on to clap back the same number. If he responds correctly, he may become the next drummer. Begin with simple beats of one second duration and work toward a sequence lasting approximately three seconds. (Fort Worth, No Date, p. 1)

Additional Activities:

1. Children cover their eyes while the teacher or another child bounces a ball, taps a drum, or claps hands several time. A child is then asked to reproduce what he has heard. (Cincinnati, 1963, p. 48)

2. Two children play this game at a time. The child wearing a crown labeled "Speaker" says something in a clear, natural tone. The child wearing the crown labeled "Echo" repeats the words. Then each child passes his crown to another. (Fort Worth, No Date, p. 1)

Objective: Given samples of recorded music the child will respond to intensity (loud-soft), frequency (high-low), and pace (fast-slow). These responses will be expressed through demonstrated movement.

Instructional Aids: Tape recorder or record player, any musical instrument, recorded music such as Saint-Saëns Carnival of the Animals;

Pictures of zoo animals:

kangaroo
elephant
deer
monkey

Technique:

Display pictures of a kangaroo, elephant, deer, and monkey.
Play music which could be suggestive of the movement of each.
Say: "Listen to the record.
Decide which animal would be more likely to move well to the music.
Pretend to be the animal and move as he would." (District of Columbia, 1968, p. 39)

Additional Activities:

1. The teacher may play two notes on the piano (any instrument) and ask "Which was the high note?" "Which was the low note?" The teacher may use a pitch pipe, bells, autoharp, etc. (Fort Worth, No Date, p. 5)

2. Ask the children to identify familiar sounds that are very loud and familiar sounds that are very soft: the bang of a hammer and a light tap, a shrill whistle and whisper, a shout and a conversational tone. The teacher may ask the children to make the sounds. For example: What sound will a big (or small) bell make? (Fort Worth, No Date, p. 5)

Objective: Given a series of speech models, the listener will differentiate between "whispering", "talking", "shouting", and "singing" voices.

Instructional Aids: Tape Recorder, Pre-recorded tape with samples of "whispering", "talking", "shouting", and "singing" voices.

Technique:
The teacher plays a recorded sample of a person whispering, talking, shouting, singing, and defines each example.
Discuss with the students when it is appropriate to whisper, to talk, to shout, and to sing.
Ask, "When should we whisper?" "Why?"
Play samples of voices whispering, talking, shouting, and singing. Ask the children to identify each sample.
Ask, "What kind of voice is the speaker using?"
Ask different children to give examples of whispering, talking, shouting, and singing.

Objective: Given two cvc words (consonant-vowel-consonant), with the initial consonant misarticulated in one of the words, the child will be able to identify which word was articulated correctly, the first or the second.

Instructional Aids: List of cvc words.

Technique:
Each lesson should concentrate on one specific consonant sound. Say the word rake twice, pronouncing the "r" correctly the first time and distorting the "r" the second time, (i.e., rake - wake). Ask the child, "Which word had the good (r) sound, the first or the second." The same technique can be used for ear training on other consonant sounds.

Objective: Given two simple sentences, one with correct usage and the other with poor or incorrect usage, the child will identify which sentence has correct usage, the _first_ or the _second_.

Instructional Aids: List of simple sentences that receive frequent usage by children.

Technique:
Take a specific thought. Express that thought in a simple sentence, grammatically correct. Express the same thought in a second sentence using incorrect grammar. Ask the child, "Which sentence sounded better?" "What was wrong with the other sentence?" i.e. (I went to the store.) (I gone to the store.)

L 141

Objective: Given pairs of words or sounds which are either the same or similar but different, the child will demonstrate his ability to hear likenesses and differences by correctly identifying each pair as either the same or different (S or D).

Instructional Aids: Word list with pairs of words. Each pair should be either the same or similar but different.
Example:
sing - zing
fat - fat
pit - bit
think - sink

Technique:
Say aloud a pair of words which are either identical or simply similar in sound. Have the children stand up or raise their hands if the words they hear are the same, and remain seated or keep their hands down if the words they hear are different. (N.Y.U., 1969, p. 42)

Additional Activities:

1. Read a group of four words. Have children close their eyes and listen to find the word that does not begin (or end) like the others.
   Example:
   1. boat 3. girl

   2. box 4. baby (Kansas City, Mo., 1965, p. 24)

2. Help the students to discriminate aurally between voiced and unvoiced consonants. Using nonsense syllables, say a pair of sounds and ask the child to tell whether they were the same or different.
   Example:
   fah - fah
   chee - jee
   koh - goh
   day - day

Objective: Given two words presented simultaneously on tape, the student will be able to retain and repeat both words spoken by the speaker.

Instructional Aids: Tape recorder; Pre-recorded tape; A series of pictures that correspond to words on the tape.

Technique:
Connect a series of pictures of items whose names are phonetically balanced; i.e., baseball, basket, football, toothbrush, ice cream. table, dust mop, etc.
Prepare a tape with two speakers simultaneously speaking a different word at approximately the same intensity into the microphone.
Before the tape is played, the children should be familiar with the pictures. The two words spoken will be two words chosen from a series of four pictures that the listener has before him and both words will be of approximately the same intensity and duration.
Show the child four pictures. Play the tape passage that has the speakers naming two of these items. Ask the student to repeat the two words that were spoken. Any order is correct. (Flowers, 1971)

Objective: Given a group of four words, the children will listen to hear likenesses and differences in speech sounds and patterns, and in rhyme. The child will be able to explain or demonstrate that likeness or difference.

Instructional Aids: Word lists with groups of four words, three of which either start or end with the same sound.

Technique:
Read a group of four words. Have children close their eyes and listen to find the word that does not begin (or end) like the others.
Example: 1. bus 3. bird

2. song 4. balloon
Ask the children to explain their answer. (Kansas City, Mo., 1965, p. 24)

Additional Activities:
1. Write a letter on the chalkboard. Read a group of four words. One word should begin with the letter on the chalkboard. Have children listen for the word that begins with the letter on the board.

2. Say a word aloud and have the children volunteer words which rhyme with it. Discussion should result as to why words rhyme.
Read simple poems, eliminating the final rhyming word.
Invite the class to fill in the word. (N.Y.U., 1969, p. 47)

Objective: After listening to a passage recorded on tape containing poor usage, pronunciation and enunciation, the student will identify up to five errors and make appropriate corrections.

Instructional Aids: Tape recorder, prepared tape containing passages with poor usage, pronunciation and/or enunciation.

Technique:
Play a short passage containing poor usage, pronunciation and/or enunciation.
Ask the children, "Did that story sound alright?"
Ask the children to explain what was wrong with the reading.
Play each sentence separately, asking the children to identify specific errors and to make appropriate corrections.
Each passage should contain no more than five errors.

Objective: Given a list of standards for good listening, the child will reproduce this list from memory upon request.

Instructional Aids: Compile a list of standards for good listening. The list might include such items as:

1. Know what you are listening for.
2. Sit quietly and look at the speaker.
3. Listen to what he is saying.
4. Think about what he is saying.
5. Respond courteously when response is appropriate.

Technique:
Early in the year have the children compile a list of standards for good listening. After the list has been thoroughly discussed, the standards set may be made into an experience chart or become the subject for a bulletin board display.
Include in the discussion, but not necessarily on the list, such related items as discussing a lesson or a program as an aid to memory, and the importance of practicing listening skills whenever possible in day-to-day behavior. (N.Y.U., 1969, p. 29)

L 212

Objective: Given an opportunity to listen to a short story, the child will use words from the story in his summary of an event in the story.

Instructional Aid: Selected short stories.

Technique:
Read a short story containing new words or concepts to the class.
Ask a student to tell one thing that happened in the story.
The student should use words contained in the story to describe an event in the story.

Objective: While another child is relating a personal experience, the listener will listen without interruption and will ask relevant questions when the speaker has finished.

Instructional Aids: Listening rules listed below.

Techniques:
Explain to the class that there are some simple rules of listening courtesy that each member of the class is expected to follow. These rules are:

We stop what we are doing and listen quietly.

We look at the person who is speaking.

We listen once and we listen well.

We wait for the speaker to stop speaking before we begin.

We ask questions when we don't understand the message or when we wish additional information.

Discuss each rule with the class to be sure each child understands what is expected of him. Discuss the "why" of each of these rules.

Put these rules into practice. These rules should apply when anyone, teacher or student, is speaking in the classroom. The teacher should be a model listener, following each rule carefully.
When children are relating personal experiences, watch to see that each listener is adhering to the above stated rules. Encourage the listeners to ask intelligent questions.

L 214

Objective: Given specific directions on what information to listen for, the student will demonstrate his ability to listen purposely and selectively by responding correctly to questions calling for specific information presented orally.

Instructional Aids: Prepared lists of numbers (See below).

Techniques:
Read to the children a list of numbers and then ask them to select a particular one and respond orally.
Examples:

7-1-4-9-5	What was the third number?
11-8-3-7-10	Which number was the largest?
8-5-2-6-9	Which number is closest to the sum of two plus two?

Lead the children to understand that they must listen purposefully and selectively. Give the directions only once, and only after the series of numbers has been given. Items other than numbers can be used in this activity. For example, the children might be given a list or a sentence and asked to listen for the action words, or the names of countries or of cities, or the words which begin with a certain sound or letter. Give only enough exercises for the child to see that it is difficult to select the correct answer when he doesn't know what he is listening for. Then, repeat the activity, this time telling the children what they are to do before they hear the series or the sentence. Give enough exercises for the child to see that he is now able to select the correct answer nearly every time. Discuss with the children the reasons why they were more successful during the second part of the activity than they were during the first, eliciting from them the conclusion that when one knows in advance what he is to listen for, he usually listens more effectively.

Reinforce the development of this skill by giving the children advance preparation for almost all listening situations relating to the classroom; by asking them to listen for and report on specific information derived from listening experiences outside of the classroom, such as a favorite television program; and by giving frequent, very short, oral quizzes in a gamelike atmosphere. The children might be more encouraged to listen attentively if they scored themselves on these quizzes and noted real progress in their own records of listening achievement. (N.Y.U., 1969, p. 27)

Objective: The child will listen to a short, recorded paragraph for information and will summarize the main idea of the paragraph in one simple sentence.

Instructional Aids: Tape recorder; tape with recorded short stories.

Technique:
Play a record or a tape which tells a story. After the children have listened to the entire story, allow time for discussion and then ask them to tell in as few words as possible what the story was about. Lead them to state the main idea of the story in a simple sentence. (N.Y.U., 1969, p. 3)

Additional Activities:

1. Invite a community helper, or the school secretary or custodian, into the class to tell the children about his or her job. In the discussion that follows the visit, help the children to determine what this person's job is. Have them draw a picture of this person at work and make up titles for the pictures. (N.Y.U., 1969, p. 4)

2. Ask pupils whom they would choose for an out of school companion if they wanted to have a good time.
   Allow pupils to discuss preferences, giving reasons for choices.
   Give children crayons and drawing paper.
   Tell them to listen carefully to a poem to find out what company the little boy in the poem chose.
   Read "Puppy and I" (omitting the title).*
   Have pupils draw the one that the little boy joined.
   Check drawings to see that pupils drew a puppy.
   Encourage pupils to tell what they think the title of the poem could be.
   Let pupils compare their titles with the poet's.
   Encourage discussion of how the puppy and little boy had fun.
   Let children illustrate this. (District of Columbia, 1968, p. 60)

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* Arbuthnot, May Hill. Time for Poetry. Fair Lawn, New Jersey: Scott, Foresman and Co., 1961, 1952, p. 45.

Objective: After listening to a short story with one central idea, the child will be asked to choose a sentence from three alternatives that tells its main idea.

Instructional Aids: Prepared short stories of three or four lines and three or four sentences related to the story. One of these sentences should state the main idea.

Technique:
Tell the students that the teacher will read some short stories to the class. Say, "After each story you will be asked to choose a sentence that tells its main idea. Here is the first story to help you learn what to do." Give a demonstration story, followed by three or four related sentences. Ask the child to say the sentence or the number of the sentence that tells the main idea. The child may be asked to circle the number of the sentence on his paper if his reading level is high enough to read the sentences. (Alameda County, 1969, p. 5Aa)

Additional Activities:

1. In order to train the child to detect the main idea brought out by a story or movie, the teacher may write three statements on the chalkboard. Through discussion, the group chooses the one which is the main idea.
   Questions may be asked and a summary sentence may be developed.
   Before listening, the teacher may announce, "After you have listened to this story (or whatever), I hope you will be able to tell me the most important idea." (Cincinnati, 1963, p. 49)

2. Read a short story and ask children to summarize in one sentence the main idea of the story. They may suggest a title for the story. (Birmingham, 1968, p. 61)

Objective: After listening to a short story, the child will identify a sentence that states the main idea and support his answer by citing parts of the story. He will clarify the relationship between specific details and the main idea.

Instructional Aids: A series of short stories of three or four lines.

Technique:
Read a story to the class. Ask what the main idea of the story is, and have the pupil support his answer by citing parts of the story. Lead the pupil to understand the relationship between the support and the main idea. (N.Y.U., 1969, p. 5)

Additional Activity:

Sit in a circle with several other children. One child may begin a story. After a few lines are given, the next child may continue the story and add his thoughts. Each child continues the story until the last child is reached; the last child must bring the story to a close. (Chicago, 1963, p. 35)

Objective: After listening to an oral passage, the student will demonstrate that he has listened to get information and to understand instructions by answering questions on the material.

Instructional Aids: Selected material at appropriate grade level in any subject matter area. Prepared questions which when answered correctly will indicate comprehension or at least digestion of material.

Technique:
Inform children that they are to listen for answers to specific questions.
The children or the teacher should at first identify the questions they wish to have answered.
These may be listed on the chalkboard or on a chart so they may be referred to during the listening situation. (This will provide the children with a guide and purpose for listening for answers).
Children will listen attentively, since they know what will be expected of them.
After reading the material, ask the children to answer the questions in writing or orally.
The activity may need to be repeated in order for the children to check their answers. (Cincinnati, 1963, p. 48)

Additional Activities:

1. Have each child prepare a piece of paper that is his "listening paper" for the day. Give a specific direction at intervals to the class, such as "Put a small circle in the top left hand corner ~~of your~~ paper." "Write the word 'go' by the numeral 'ten.'" At the end of the day each child may see how many correct items he has on his paper. (Birmingham, 1968, p. 60)
2. Read to the children a list of numbers and then ask them to select a particular one and respond orally.
   Examples:
   7-1-4-9-5 What was the third number?
   11-8-3-7-10 Which number was the largest?
   8-5-2-6-9 Which number is closest to the sum of two plus two?
   Lead the children to understand that they must listen purposefully and selectively. Give the directions only once, and only after the series of numbers has been given. Give only enough exercises for the child to see that it is difficult to select the correct answer when he doesn't know what he is to listen for. Then, repeat the activity, this time telling the children what they are to do before they hear the series. Give enough exercises for the child to see that he is now able to select the correct answer nearly every time.
   Items other than numbers can be used in this activity. (N.Y.U., 1969, p. 27)

Objective: Given a short passage or story and four sentences, three of which tell about things that happened in the story and one which tells something that did not happen, the child will circle the number of the sentence that tells something that the child did not hear in the story.

Instructional Aids: A series of short stories three or four sentences in length.
Three or four sentences, all but one related to something that happened in the story.

Technique:
Say to the class: "Boys and girls, today I am going to tell you some more little stories. After each one I will read four sentences to you. Three of them will tell about things that happened in the story. One of them will tell something that you did not hear in the story. You will be asked to circle the number of that sentence.
Here is an example to help you learn what to do. The story is about how Jane is a good helper.

Jane is a good helper at home. She helps her mother cook.

After school she takes care of her little brother, Michael.

Sometimes Jane helps her mother with the dishes.

Circle the number of the sentence that tells something about Jane being a good helper that you did not hear in the story.

1. Jane helps her mother cook.

2. Jane helps with dishes.

3. Jane likes to use the vacuum cleaner.

4. Jane takes care of her little brother.

Did you circle number three?" (Alameda County, 1969, Lesson 3Aa)

Objective: After listening to a story of not more than 60 seconds duration, the child will demonstrate his ability to place a series of up to six pictures in correct sequence and then retell the story, referring at least once to each picture in the sequence.

Instructional Aids: Prepared short stories of approximately 60 seconds duration. Pictures that correlate with stories.

Techniques:

1. Show sequential pictures from the story of "The Three Bears."
   Check careful listening by having children tell just the part each picture tells.
   Let several children tell the whole story independently.
   Ask: "Did each child tell the part shown in the picture?"
   "Did the child retell the whole story accurately?" (District of Columbia, 1968, p. 10)

2. Tell the story of "The Old Woman and Her Pig."
   (Arbuthnot, May Hill. Time for Fairy Tales. New York: Scott, Foresman and Co., 1952, p. 7)
   Have the children listen to recall each of the things that the old woman met.
   Allow children to place flannel cut-outs of each thing on the flannel board.
   Help pupils use reasoning to rearrange items in the order in which they occurred in the story.
   Let eleven different children tell parts of the story represented by the flannel cut-outs.
   Materials Necessary:
   Flannel board; Pictures of flannel cut-outs of: The Old Woman, Dog, Stick, Fire, Water, Ox, Butcher, Rope, Rat, Cat, Cow. (District of Columbia, 1968, p. 60)

Objective: Given a short story containing a sequence of three or four events, the child will identify what happened before or after a specific event in the story.

Instructional Aids: Prepared short stories of three or four lines. Prepared questions related to sequence.

Technique:
Read or play on tape a short story of three or four lines describing three or four events that take place.
Instruct the children to listen for the order in which events take place.
Ask specific questions about what happened just before or just after a specific event in the story.
In a variation, the children might be allowed to divide a piece of drawing paper into three or four sections and to draw pictures of events in the story in the order they took place.

Additional Activities:

1. Tell the story of "The Old Woman and Her Pig." (Arbuthnot, May Hill, *Time for Fairy Tales*. New York: Scott, Foresman and Co., 1952, p. 7)
   Have children listen to recall each of the things that the old woman met.
   Allow children to place flannel cut-outs of each thing on the flannel board.
   Help pupils use reasoning to rearrange items in the order in which they occurred in the story.
   Let eleven different children tell parts of the story represented by the flannel cut-outs.
   Pictures of flannel cut-outs of:
   The Old Woman
   Dog
   Stick
   Fire
   Water
   Ox
   Butcher
   Rope
   Rat
   Cat
   Cow
   (District of Columbia, 1968, p. 60)

2. The first player says, "I'm going to take a trip, and I will take my toothbrush." The next player says, "I'm going to take a trip, and I will take my toothbrush and my toothpaste." Each succeeding player repeats all articles which have been named and adds an article of his own. Any player who omits an article or names one out of sequence drops out of the game. (Birmingham, 1968, p. 5)

Objective: Given a short story read orally, followed by four sentences, the student will circle the number of the sentence that tells what happened after a specific event in the story, reinstating sequences of ideas.

Instructional Aids: Several short stories of three or four lines, each with a clear sequence of events.
Three or four numbered sentences corresponding to each story listing the sequence of events.

Technique:
Say to the students, "Boys and girls, I am going to tell you some stories today. After each I will read four sentences to you about the stories. You will circle the number of the sentence that tells when something happened in the story. Give a sample story and sample sentences to be sure the child knows what is expected of him."

Example:

Jimmy went into a store for a strawberry ice cream cone. When he left, a man bumped into him. The ice cream fell and Jimmy's dog caught it in his mouth. Then the man bought Jimmy some more ice cream.

Listen to the next four sentences. Circle the number of the sentence that tells what happened after Jimmy's ice cream dropped.

1. Jimmy went into the store.
2. A man bumped into Jimmy.
3. The man bought Jimmy another ice cream cone.
4. Jimmy's dog caught the ice cream.

Did you circle number four? (Alameda County, 1969, p. 4Aa)

Objective: The student will respond quickly and quietly to a request for attention by stopping all activities immediately and listening.

Instructional Aids: Bell, buzzer, or some other attention getting device.

Technique:
The teacher should instruct the class that upon hearing a specific signal (bell, etc.) everyone is to stop what they are doing and listen quietly.
The signal should be demonstrated to the children to be sure each child knows what he is to listen for.
Use the signal judiciously; only when it is important for the children to stop what they are doing and to listen. Children who respond quickly to the signal should be complimented, those who do not should be reminded.

Objective: When directed to perform a specific task within his capabilities, the student will stop what he is doing, listen quietly to the directions, and demonstrate comprehension by successfully completing the task.

Instructional Aids: Various articles found around the classroom.

Technique:
Give simple one-step directions, such as:

Bring a book from the desk.
Bring me the apple.
Run to the window.
Get the doll.
Put the toy car on the table.

Vary by distributing a familiar object to each child.
Use a teacher-made tape or simple voice commands to tell children what should be done with each object.
Instruct pupils to watch the teacher's lips to follow whispered directions.
Say aloud: "John, close the __________."
Whisper the word which belongs in the blank space. (District of Columbia, 1968, p. 25)

Additional Activities:

1. Play the game "Giants." A leader is selected who calls out, "Men, Giants, or Dwarf." Children are to stand tall if the word "Giant" is called out, stand natural if the word "men" is called, stand low if the word "Dwarf" is called. (Fort Worth, No Date, p. 1)

2. Play the game "Bring Me." The teacher tells the group that today they are to play a game in which they must listen carefully. It's called "Bring Me." Sometimes the teacher will say the child's name and then say, "Bring me the chalk" (or book), etc. Then the child must follow the directions and bring the object to the teacher. But if the teacher says, "Bring me the window" or "Bring me the wall," the child must sit quietly in his chair. (Fort Worth, No Date, p. 1)

Objective: Given a series of two or more directions involving specific actions, items, people, places and times, the child will demonstrate understanding by successfully completing the directions.

Instructional Aids: Cards with pre-planned directions to be used by the teacher in conjunction with specific items readily available in the classroom.

Technique:
Give directions which indicate people, action, item and place or time.

Examples: John, put the red book on the desk.
Jane, get two blocks from the number table.
Richard, put the two yellow pencils in the pencil box.
Janice, draw six circles on the chalkboard.

The teacher may have a puppet give directions. (District of Columbia, 1968, p. 62)

Additional Activities:

1. To give practice in following simple directions, have each child equipped with a blank sheet of paper and primary color crayons. Then say, "Listen carefully and do exactly what I say." Then give three or four simple directions, such as:
   Draw a red line near the top of your paper.
   Draw a blue ball near the bottom of the page, etc. (Fort Worth, No. Date, p. 2)

2. Play "Simon Says." The teacher, or a child chosen to be Simon, stands in front of the room. The children stand facing Simon. Simon gives and executes gymnastic commands which are to be followed by the players only if prefaced by "Simon says." The children following a command not prefaced by "Simon says" must take their seats. After a few minutes of play, a new Simon may be chosen from the winners who are still standing. (Birmingham, 1968, p. 5)

Objective: Given specific rules for attentive and courteous listening, the student will adhere to the specific standards during specified listening situations.

Instructional Aids: Chart or bulletin board on good listening habits:
Good Listeners
1. Sit quietly.
2. Keep hands still.
3. Keep feet still.
4. Keep eyes on speaker.

Technique:
Using the bulletin board as a teaching bulletin board, discuss the rules for good listeners. Discuss the reasons for sitting quietly when someone is speaking.
Discuss with the children reasons for not interrupting.
Place emphasis on courtesy and "How would you like to be treated?" basis.
Praise children for their thoughtfulness. Usually raising hands to be recognized regulates the questions and gives more people an opportunity to be heard.
Require children to adhere to listening standards at specified times and activities. (Kansas City, Mo., 1965, p. 23)

Additional Activities:
1. Prepare children to become part of a good audience by discussing:
    listening attentively to a program
    refraining from conversation with a neighbor
    remaining seated during the entire program
    sitting in a chair properly (Chicago, 1963, p. 32)

2. Hold the attention of the class by providing material at the interest and level of maturity of the children, and by using carefully chosen vocabulary understandable to the pupils.
    Prepare pupils for what they are going to hear and for what use they are to make of the information, thereby setting the stage and leading them into a listening mood. Emphasize the importance of knowing the purpose and things for which to listen. Allow time for questions, clarifying ideas children do not understand. (Chicago, 1963, p. 32)

Objective: Given oral clues describing specific details, the child will organize these clues and identify the object that the clues (details) fit.

Instructions Aids: None required.

Technique:
Invite three children to stand in the front of the room.
Ask members of the class to listen carefully as the teacher describes or tells about one of the children.
Describe one child telling the following:
- color of hair and eyes
- color and design in clothing
- any special features which would not be embarrassing to the child, if pointed out

Permit a member of the class to identify the one who was described.
Ask the children to recall the description given by the teacher.
Have the class check information given with the appearance of the child selected by his classmate.
Repeat the above procedure several times until pupils are able to remember features described with ease.
Allow some of the more capable students to assume the teacher's role in the above procedure. (District of Columbia, 1968, p. 64)

Additional Activities:

1. Give children little packages or pictures made to look like packages.
   Allow each child to look at his picture or item in his package.
   Say: "Here are some surprise packages.
   You may look at yours, but do not show it to anyone else.
   I will tell three things.
   If you think I am talking about your package, you may say, 'I have that package. It is a ____________.'"
   Give clues that will fit only one surprise.
   Example: I am looking for something to wear.
   You wear them on your feet.
   You put them on before you put on your shoes.
   Help children to understand that all sentences are helpful, but that the last sentence makes them know that the surprise is a pair of socks - not the boots or the shoes.
   Encourage children to tell how they knew their surprise package was being described.
   Later let pupils create three-sentence riddles about the presents they received. (District of Columbia, 1968, p. 152)

2. Play "Telephone." Arrange the players in two lines.
   The leader writes a sentence on each of two slips of paper and hands one slip to the first player of each team. These players read the sentence and return the papers to the leader. At a signal, the sentence is whispered from player to player. When the last player receives it he runs to the leader and repeats what he heard. The team whose sentence is more nearly correct wins. In a tie, the team whose player reached the leader first wins. (Birmingham, 1968, p. 6)

Objective: Given up to six pictures of objects that could be related, the child will classify the objects after listening to clues of likenesses and differences.

Instructional Aids: Cut-outs: farmer, zoo keeper, boy
Pocket chart divided into three columns
Pictures for each child including:
    farm animals
    zoo animals
    pets (for city children)
Cards with pre-written facts for the teacher to read as clues.

Technique:
Place cut-out figures representing a farmer, a zoo keeper, and a boy across the top of a pocket chart.
Use strips to divide the pocket chart into three separate areas.
Identify the figures at the top of the chart and explain that each has lost his animals and needs help in finding them.
Distribute pictures of farm animals, zoo animals, and pets among children.
Ask each child to listen carefully, look at his animal, and think about it as each descriptive clue is read.
Read descriptions including physical characteristics and/or habits of animals, but no names.
Ask children to listen carefully only as long as they feel that their animal could be the lost one.
Example: Clue one - This animal runs very fast.
Be sure all children with animals that run fast continue listening.
Tell children if the description fits their animal, they may pretend that they have found it and may return it to the proper owner. (District of Columbia, 1968, p. 153)

Additional Activity:
Read a short statement and listen for a line which doesn't belong. Identify the line that does not belong.
Example: Mary likes apples. Bob likes bananas. Jane likes oranges. Jack likes to play ball. (Birmingham, 1968, p. 61)

L 321

Objective: After listening to a passage, the student will explain relationships of ideas discussed in the passage, and successfully predict outcomes based on information contained in the passage.

Instructional Aids: Selected passage involving a sequence of events leading to a conclusion.

Technique:

Read to the class several short paragraphs involving a sequence of events.

At a climatic point in the passage invite the listeners to predict the next event and the final outcome.

List all reasonable suggestions on the chalkboard.

Have the children discuss the relative possibilities of each suggestion before deciding on the most probable turn of events.

Then conclude the activity by reading the rest of the passage and revealing to the class what actually happened. (N.Y.U., 1969 p. 4)

Additional Activities:

1. Begin a "round robin" story. Point out how each event depends on the preceding one for its growth, excitement, and suspense. (Chicago, 1963, p. 34)
2. Read a short story, leaving out the beginning paragraphs, as well as the ending ones. Ask the class if anything was wrong with the story. What was wrong? What was needed to make the story easy to follow, as well as easy to understand? Then, read the entire story, pointing out the necessity of a beginning, a middle, and [illegible] (N.Y.U., 1969, p. 4)

Objective: Given specific examples of things disorganized yet related, the child will discover appropriate organization or relationships and will correct problems of disorganization where they exist.

Instructional Aids: Series of pictures related to a story.

Technique:
Read a story to the class. Then without reading the story a second time, show the children a jumbled series of illustrations that depict scenes, characters, and events from the reading. Have the children arrange the pictures in their proper order according to events in the story. If such a picture file is not available, pictures from old, to-be-discarded story books can be used for this purpose. (N.Y.U., 1969, p. 5)

Additional Activities:

1. Read aloud the following:
   "Johnny ate breakfast, went to school, woke up, and got dressed."
   Ask: "What's wrong with the sentence? Why is it wrong? How can it be fixed?" (N.Y.U., 1969, p. 5)

2. Write the following words on the chalkboard and read them to the children:
   ball, hit, the, Jack
   Ask the children to orally arrange the words so that they make sense. The three best arrangements (Jack hit the ball.) (The ball hit Jack.) (Hit the ball, Jack.) should be discussed in terms of the relationship between the word order and the meaning. (N.Y.U., 1969, p. 5)

Objective: After a story has been read orally during "story time", the child will demonstrate comprehension of the story by taking a large, white sheet of unlined paper and after folding the paper into four boxes, will draw a picture of what happened first in the first box. In the second box, he will draw or write about what happened next, and so on.

Instructional Aids: Selected story; Large white unlined paper; Crayons or pens, etc.

Technique:
Read a story to the class during "story time." Instruct the children to listen carefully to what happens in the story and the order in which things happen. Fold a sheet of large, white, unlined paper into four boxes and number each box. Think of the story that has been read, and in the first box, draw a picture of what happened first. In the second box, draw or write about what happened next, and so on. (Chicago, 1963, p. 37)

Additional Activity:
Schedule a daily Story Hour, preferably the last fifteen or twenty minutes of the day. Children may be on chairs or seated on the floor in front of the teacher. Literature selected according to age and interests should be used. When reading a book, show the pictures by holding them high enough for all to see. Discuss the parts the children liked best, thought the most exciting or funniest. What character they liked and why. What "pictures" the words painted, what sounds they heard. Maybe the story reminded them of some other they had read. (Kansas City, 1965, p. 25)

Objective: After listening to a short, untitled poem read by the teacher, the student will demonstrate his understanding of the central theme of the poem by suggesting an appropriate title pertinent to the main idea and dramatize a situation related to the main idea of the poem.

Instructional Aids: Pre-selected short poems with titles of one or two short words.

Technique:
Read to the class some short poems with titles of one or two simple words. Do not reveal the actual titles of the poems to the class at this time. Encourage the children to suggest titles for each selection that are appropriate to the main idea of the poem. List the suggestions on the board as they are given. Evaluate each title as it is suggested. If there is a difference of opinion among the children, ask the children to support their choice by citing references to the content of the poem. Allow the class to make a decision. When only the most appropriate titles remain and a decision has been made, reveal the real title of the poem to the class and compare it to the one they chose.
A greater understanding may be achieved by all if pupils are given the opportunity to interpret or dramatize that which is heard. (N.Y.U., 1969, p. 4)

Objective: After having listened to a guest speaker, attended an assembly program, or gone on a guided field trip, each child will tell one way his listening behavior affected the communication process.

Instructional Aids: None specifically required.

Technique:
After having listened to a guest speaker, attended an assembly program, or gone on a guided field trip, discuss with the children their attitudes and behavior as listeners. What might have been the effect of such attitudes and behavior on the speaker (actor, musician, guide, etc.)? What impression of the school or community might they have created? What effect did they have on the children's degree of enjoyment and comprehension? (N.Y.U., 1969, p. 26)

Additional Activities:
1. Recognize growth in the pupils' listening skills; praise frequently in relation to specific evidence of good listening: For example, "You made the box exactly right, so I know you listened carefully." (Chicago, 1963, p. 30)

2. Emphasize courteous habits of listening by preparing children for what they will hear and the reasons for attentive listening. "Set the stage." (Chicago, 1963, p. 30)

L 361

Objective: Given a statement spoken in a specific tone of voice, the listener will deduce the mood of the speaker and the meaning of the statement based on the tone of voice.

Instructional Aids: Drum, Small object to hide.

Technique:
Have the pupils listen to and read aloud sentences and passages which indicate through changes in voice inflection, various emotional responses.
For example: "Who are you?" to show puzzlement, fear anger, indifference. (N.Y.U., 1969, p. 45)

Additional Activities:

1. Have the children locate a hidden object by listening to a rhythmic tom-tom beat which grows louder as the child approaches the object and softer as he draws away from it. After the exercise is completed, discuss with and demonstrate to the children the changes that can be made in intonation when the volume and/or tempo of beats is increased. (N.Y.U., 1969, p. 44)

2. Have the children label as loud, medium, or soft such familiar sounds as footsteps made with shoes, sneakers, high heels, or heavy boots; a book dropping on a table or on the floor; a shout, a conversation, or a whisper; a light tap or a bang of a hand on a desk. (N.Y.U., 1969, p. 44)

Objective: After listening to a sentence spoken with specific intonation to convey meaning, the child will select a word that best describes the meaning the speaker intended or the mood of the speaker, or both.

Instructional Aids: Prepared sentences or phrases that may vary in meaning if the intonation is changed.

Technique:
Introduce vocal variations that indicate emotional content. Show how inflection may change the meaning of the word or phrase.
For Example: "Oh" with a rising inflection may indicate "is that so"; with a falling inflection it may indicate dismay; and with a flat intonation it may demonstrate understanding or deflation. (N.Y.U., 1969, p. 45)

Additional Activities:

1. Have the pupils listen to and read aloud sentences and passages which indicate through changes in voice inflection, various emotional responses.
   For example: "Who are you?" to show puzzlement, fear, anger, indifference. (N.Y.U., 1969, p. 45)

2. Have the pupils listen as the teacher reads aloud a passage of factual material in a variety of ways:
   monotone
   average inflection
   exaggerated inflection.
   Discuss with the listeners the differences between the forms. Lead them to the realization of the best way to use voice to get across the idea to the person listening. The teacher might well listen to his own taped vocal inflection pattern before this exercise. (N.Y.U., 1969, p. 45)

Objective: After listening to a story about how people try to talk others into doing something or into believing something, the student will identify a sentence that tells the way that was used to persuade someone else.

Instructional Aids: Prepared short stories about how people try to talk others into doing something or into believing something.

Technique:
Tell the children, "Today you are going to hear some stories about how people try to talk others into doing something or into believing something. That is what happens when someone trys to persuade someone else. Sometimes they tell only one side: they just tell the good things or bad things about someone or something. Another way to persuade is to use the name of a famous person and tell others they should do what that person does because he is famous. Sometimes they call other people or things names. One other way is to tell all that is known to be true about why something should be done."
Inform the students that after they hear the story, they will be asked to choose a sentence that tells the way that was used to talk someone into doing something.
Read a short story as an example.
Read three or four statements of how the person was influenced in the story. The pupil should identify the sentence that tells the exact way that was used to persuade someone in the story. (Alameda County, 1969, p. 8Aa)

Objective: Given a specific phrase or sentence read aloud with various voice inflections, the listener will recognize changes in voice inflection by describing effects on meaning.

Instructional Aids: Selected short passages that might vary in meaning if voice inflections are altered.

Technique:
Recite the same word or sentence in a series of different ways so that the children are able to see that one can sometimes interpret the attitude of a speaker by listening not only to what he says, but also to how he says it. For example, say the word "Mary" gently by reprovingly, sternly, angrily, laughingly, excitedly, with dissapointment or with exasperation; or recite the sentence, "Johnny has a pet monkey," as a statement of fact with happy excitement, with disbelief, with disgust or annoyance, or in a malicious, tattle-tale manner. Help the children to identify the attitudes or feelings presented. (N.Y.U., 1969, p. 8)

Additional Activities:

1. Instruct the children to listen carefully during the day for words or sentences which impress them pleasantly or unpleasantly because of what was said or because of how it was said. At the end of the day, have the children report what they heard, what effect it had on them, and why it had that effect. (N.Y.U., 1969, p. 8)
2. Call a pupil up to the desk in a voice that will cause all of the children to stop what they are doing and look up. Then tell him in a pleasant voice, to sit down. Discuss the attitude which was conveyed each time. How did Johnny feel the first time? The second? How did the other pupils feel the first time? Why? (N.Y.U., 1969, p. 8)

L 411

Objective: During discussions and conversations the child will listen to distinguish between fact and opinion, real and fanciful, truth and untruth. The child will classify statements of fact or opinion, real or unreal, true or untrue.

Instructional Aids: Series of prepared statements demonstrating fact, opinion, real and unreal, truth and untruth.

Technique:
Discuss with the children the difference between fact and opinion, real and unreal, truth and untruth.
Cite examples of how you might distinguish between fact and opinion, etc.
Provide the children with a series of statements, asking the students to classify the statements into appropriate categories.
Each child should be prepared to give one reason why he classified the statement as he did.

Objective: Given a simple statement or a simple question, the student will distinguish between sentences that tell and sentences that ask.

Instructional Aids: Punctuation cards - (enough for each child); Half of the cards should contain (?) and the rest (.).

Technique:
Establish the idea that sentences that ask something are questions.
Establish the idea that sentences that tell something are statements.
Show pupils the symbol (?) by which they can identify sentences that ask questions.
Show a period (.) and help pupils associate it with a statement.
Give each pupil a (?) or a (.) card.
Ask children with question marks to think of one question which they can ask a friend with a period.
Suggest that children can gain a partner if they are successful in asking a question and receiving an appropriate answer.
Explain that when we give information, even though no question is asked, we make a statement or give a sentence that tells.
Ask each child to think of one idea which he would like to share with the class.
Ask those listening to judge whether sentences given tell something.
Read a series of simple statements that either tell something or ask something.
Direct pupils to hold up (?) cards if the statement asks something and (.) cards if the statement tells something. (District of Columbia, 1968, p. 140)

Objective: Given a complete sentence, the learner will demonstrate his understanding of what is expected of him by classifying the sentence as either a question or a statement.

Instructional Aids: Series of prepared sentences that can be divided into one of two categories, questions or statements.

Technique:
Establish the idea that sentences that ask something are questions.
Establish the idea that sentences that tell something are statements.
(Review lesson L1-135 if necessary.)
The teacher will read a complete sentence and ask the children to classify the sentence as either a question or a statement,...
Ask the children, "How should you react to the sentence you just heard?"
A question should be answered, a statement evaluated for understanding and reliability.

Objective: Given a short story that is not finished, the student will be given four endings to the story and will circle the number of the ending which best tells what would happen next in the story.

Instructional Aids: A series of short stories without specific endings. Three or four sentences, one of which tells better than the others what would happen next in the story.

Technique:
Say to the class: "Boys and girls, today I am going to tell you some short stories that are not finished. After you have heard each one, you will be asked what could happen next in the story.
This first story is an example to help you to learn what to do. After you hear it, I will read four sentences. On your paper you will circle the number of the sentence that tells what would happen next.

The rain was falling softly. Outdoors everything was dripping wet.

Jack was almost ready to leave for school.

Now, circle the number of the sentence which best tells what would happen next in the story.

1. Jack got his kite.

2. Jack decided to take a nap.

3. Jack put on his raincoat.

4. Jack decided to look for his skates.

Dis you circle number three?" (Alameda County, 1969, Lesson 6Aa)

Additional Activities:
1. Tell a simple story to the class. Then discuss the ending of the story with them and help them to understand the specific qualities of the characters, the situations, and the events which brought about that particular end. (N.Y.U., 1969, p. 9)

2. Read a story to the class. Evaluate the conclusion according to the details in the story, the organization, the specific use of various forms of support, and the relation between points. Was the conclusion valid or invalid? Why? (N.Y.U., 1969, p. 10)

Objective: Given situations where certain factors interfere with listening, the child will identify which factors are interfering with the listening process in each situation.

Instructional Aids: List of factors influencing listening skills. This list might include:

1. Child's bodily comfort.
2. Child's ability to hear the speaker.
3. Child's knowledge of or interest in the subject.
4. Child's ability to understand what is being said.
5. The effects of the setting for the experience.
6. Teacher's expectations and clarity in enunciation and pronounciation.
7. How well other members of the group speak or read.
8. Ability of the child to concentrate.

Technique:

Discuss with the children those factors that affect or influence listening.
Discuss the how and why of each factor.
Choose from several of the suggested activities listed below, carefully structure the situation, and then relate the breakdown in communication to one or more of the factors listed above. (Adapted from Birmingham, 1968, p. 94)

Activities:

1. Tell the children they are to be part of an experiment. Give them a paper which asks them to list as many animals as they are able. While they are doing this, speak to them on some other subject. After a few minutes discuss what you have been speaking about pointing out that you can not listen well when thinking about something else. (N.Y.U., 1969, p. 26)

2. Read to the class a passage containing ideas and vocabulary above the comprehension of the class. Continue reading until it is obvious that the attention of several class members is waning. At this point stop reading and try to elicit from the class the idea that listening is affected by comprehension. (N.Y.U., 1969, p. 27)

3. Present material other than in the usual classroom arrangement. Before speaking do any one or combination of the following three things: Crowd the children close together, close the windows, or move far away from the children and speak softly. After variations on the above three things, invite the class to discuss the various effects of these factors on their listening ability. (N.Y.U., 1969, p. 26)

L 441

Objective: Given a short story of four sentences, the child will listen for the sentence that does not belong in the story. The child will circle the number of the sentence that does not belong.

Instructional Aids: A series of short four sentence stories with one sentence that does not belong.
Four sentences, all related to the story but one identifying the item that does not belong.

Technique:
Say to the class: "Boys and girls, as you listen to each of today's stories, you will hear one sentence that does not belong in the story. On your paper you will be asked to circle the number of the sentence that does not belong. Here is an example so that you can learn what to do.

Mother asked Tommy to go to the store. She wanted him to buy some eggs and bread. Mother liked her green dress. She gave Tommy some money for the groceries.

Listen to the next four sentences. Circle the number that does not belong in the story.

1. Mother asked Tommy to go to the store.
2. Mother liked her green dress.
3. Mother wanted some eggs and bread.
4. Mother gave Tommy some money.

Did you circle number two? (Alameda County, 1969, Lesson 11Aa)

Objective: After listening to a short passage or story followed by four related sentences, the listener will be asked to choose the idea that makes the most sense based on the context of the story.

Instructional Aids: A series of short stories about a person, place or happening.
Three or four sentences expressing ideas, one of which will make sense because of what was heard in the story.

Technique:
Say to the class: "Boys and girls, today you will hear some stories about a person, place or happening. After each story, you will be asked to choose an idea that makes sense because of what you heard in the story. Here is an example so you will know what to do.

Bunny rabbits like to eat carrots and they like vegetable gardens where carrots grow.

There was a bunny in our vegetable garden today.

Now, circle the number of the sentence that makes sense because of what you heard in the story.

1. The bunny was looking for a hiding place.
2. The bunny wanted to play with boys and girls.
3. The bunny was looking for carrots to eat.
4. None of these.

Did you circle number three?" (Alameda County, 1969, Lesson 10Aa)

Additional Activities:
1. Prepare slips of paper containing a silly or sensible question. Place slips of paper in a container and have one child draw a question and read it aloud; another child answers the question in a complete sentence. (Example: "Can dogs fly?" "No, dogs cannot fly.") (Birmingham, 1948, p. 61)

2. Get pictures of two people arguing. Have the children discuss the picture and tell who is winning the argument, what they are arguing about, why they are arguing and how they could settle the argument. (Alameda County, Reticent Child, 1969, p. 22)

Objective: Given a list of three to five familiar items, the student will listen for the one item that does not belong with the other items. He will demonstrate his ability to classify information and to form generalizations by identifying the item that does not belong with the other items on the list.

Instructional Aids: Prepared list of similar items with one item that obviously does not belong.
Examples:
carrot, radish, shirt.
baker, farmer, dog, plumber.
chair, lamp, house, desk, table.

Technique:
The teacher will read a list of three, four, or five items.
The student will listen for the one item that does not belong with the other items. The student will identify the one item that does not belong with the other items by saying his answer. Ask the student, "Why is this item different from all the others?"

Additional activities:
1. Present the students with pictures or worksheets showing several items in a row, with one item that does not belong with the rest. Ask the pupils to circle the item that does not belong. (Several phonics workbooks have pages and pages of this sort.) Check answers orally in class from time to time discussing why certain items do not belong with the rest.

2. Use a "picture gallery" (Peabody Language Development Kit, Level #1) of foods, furniture, toys, and clothing.
Direct pupils' attention to the "gallery."
Ask them to study pictures carefully to find those which show foods, furniture, toys, and clothing.
Give pupils time to classify the entire collection.
Ask the pupils to tell what items they placed in each category.
Allow children to manipulate the cards as they classify. (District of Columbia, 1968, p. 148)

Objective: The student will identify a specific picture after listening to a series of questions and their responses.

Instructional Aids: Fifteen pictures: several of animals, plants, appliances, materials for use with paper, etc.

Technique:
With a group of 3-5 children, have one child choose a picture from a group of 15 and write down or mark what his choice is. The other children must try to guess what picture was chosen by asking in turn questions that will lead to the guessing of the picture. The answers to the questions can only be "yes" or "no". A limit should be placed on the number of questions that can be asked, so that all questions asked are good, valid questions.

Additional Activities:

1. One player is selected to describe a familiar character in fiction, a prominent present-day person or a historical figure. Players try to guess who he is. The person guessing correctly becomes the one to give the next description. The class may be divided into teams and a point given to the team whose member guessed correctly. (Birmingham. 1948, p.6)

2. Read to the class the introduction or the beginning of a story, and a later portion ~~or~~ the ending. Omit the circumstances that bring about any singular incident or occurrence. Then have the children suggest conditions appropriate to the story which might have provoked that particular ending. Progress from short, simple almost obvious cause and effect patterns and relationships to more complex ones.

Objective: The student will identify familiar gross environmental sounds by listening to recorded sounds and drawing a picture of the object or thing that created the sound.

Instructional Aids: Paper, Crayons, Recording of sounds around the school, playground, or town.
Pictures showing activities:
at school
on the playground
on a busy street
on a quiet street

Technique:
Take a listening walk:
through the halls at school
in the office
on the playground
on the sidewalk of a busy or a quiet street
Ask the pupils to name sounds that they hear and list these sounds to aid in recall during the discussion on return to the classroom.
Play recordings of sounds heard on the listening walk.
Allow pupils to draw pictures of things they saw and heard during the walk and now hear on tape or record.
The teacher may provide the pupils with pictures similar to their walk.
Encourage children to use the pictures to recall and describe things they heard. (District of Columbia, 1968, p. 125)

Additional Activities:
1. Record sounds and play them back for identification by the children:
   the crumpling of paper
   the rubbing of sand blocks together
   the voices of children (guess who is speaking)

2. The teacher asks the children to close their eyes.
   She makes familiar sounds and asks them to identify each.
   The following things might be done and the sounds identified:
   crushing of paper
   knocking on door
   tapping a glass
   tapping a desk with a pencil
   writing on chalkboard
   blowing a harmonica
   clapping hands
   (Fort Worth, No Date, p. 5)

Objective: After listening to a musical selection, the student will respond to the mood of the selection by drawing a picture of his mental thoughts and impressions.

Instructional Aids: Musical selections expressing various moods: Yankee Doodle, William Tell Overture, Tannenbaum.
Paper, Crayons or Paint.

Technique:

Present a variety of types of music (see list above) to show that there are different kinds of rhythm.

Discuss with the children their feelings about certain forms of rhythm and help them to understand that rhythm is one means of determining mood.

Allow the children to draw pictures of his mental thoughts as he listens to these and other selections. (N.Y.U., 1969, p. 46)

Additional Activities:

1. Ask the children to respond to rhythm in music. They may tap their feet, tap the desk with their fingers, or clap their hands. Then tap a rhythmic pattern on an instrument or on a desk and ask the children to repeat it. Maintaining a game-like atmosphere, vary the pattern and increase its complexity. (N.Y.U., 1969, p. 46)

2. While playing a musical selection, allow portions of the class to react physically to the music at their desks, standing, or in the front of the room. The movement should reflect the rhythm and mood of the music.

Objective: After listening to music that suggests rhythmic movements such as swaying like the trees in the wind, dramatizations, or stories, the listener will respond to the question, "What did you see while you were listening?" The response may be in the form of an acted out response, an oral response, or the child may wish to illustrate the music, dramatization, or story, thus giving evidence of mental images they developed during listening.

Instructional Aids: Various musical selections designed to inspire mental images.
Various stories containing appropriate descriptive passages.
A variety of art materials from which to choose as media for expression.

Technique:
Play a musical selection or read a story to the class. Ask the children, "What did you see while you were listening?"
Allow the children to respond in any one of three ways:

1. The child may act out his response.
2. The child may respond orally.
3. The child may choose art materials available and illustrate his mental images. (Birmingham, 1968, p. 61)

Additional Activities:

1. Children enjoy making pictures in their minds while they listen. After listening to a story read by the teacher, the children should be asked to illustrate the story, thus giving evidence of mental images they developed during listening. (Cincinnati, 1963, p. 3)

2. Use verses from Mother Goose.
Select verses which clearly lend themselves to specific movements.
Read the verses so that pupils can easily maintain rhythmic movement easily.
Ask pupils to listen to decide what movement the rhyme suggests as the teacher reads some of the rhymes. (District of Columbia, 1968, p. 134)

Objective: After a particular classroom activity has been completed that required listening, the student will answer the question, "Why did you listen?" (For what information?)

Instructional Aids: None specifically required.

Technique:
Show the need to listen in relation to everyday situations:
following safety instructions
identifying initial, medial, and final sounds of words
becoming acquainted with people
enjoying stories and poems
gathering information and following directions
taking part in conversations and listening for
-acceptable speech patterns
Show that success or lack of success in any of these activities can be traced to either good or poor listening habits.
Ask children to tell what they listened for after each activity. (Chicago, 1963, p. 28)

Additional Activity:
Have the class keep a listening chart which records all the things they do during the school day which specifically involve listening, and the time devoted to listening during each activity. Have the pupils total the time periods daily and weekly, and calculate the percentage of time spent in listening per school day and week. The activity can be varied by having each pupil keep a chart of his own listening experience during a given period of time and having a chart on the bulletin board which represents a summary of the individual records. (N.Y.U., 1969, p. 25)

Objective: Given a situation with a familiar environment and props, the child will participate in dramatic play without the use of plot or sequence. Through conversation and activity, the child plays at being an adult, an animal, or an inanimate object in his imaginary world.

Instructional Aids: Toy cash register, empty boxes and cans of common grocery products, table and chairs, toy dishes and flatware, old clothes belonging to adults.

Technique:
Discuss a shopping trip to the grocery store (Super Market) with the class.
Ask each child: "Who goes shopping in your family?"
"What kinds of food do you like to eat?"
Try to categorize food according to which meal one might eat each food; breakfast, lunch or dinner (snack).
Ask each child to bring in one or two clean empty boxes or cans for the store.
When all of the equipment is assembled, merely suggest to the children that some may wish to play "Store."
This activity should be unstructured from this point on.

Additional Activities:
1. Read or tell a short story.
Ask the group to name the characters.
List them on the chalkboard.
Review the story, discussing when each character appears, what he says and how he would say it.
Let the children choose parts or choose children for the parts, listing their names after the ones on the chalkboard.
The children proceed to act out the story, USING THEIR OWN WORDS.
When the play is completed, the audience should have time to evaluate it, commenting on the strong points.
Better ways of presentation may be suggested.
Then, a new set of characters may be chosen. (Kansas City, Mo., 1965, p. 34)

2. Provide the children with a situation for role playing.
Create situations to use social courtesies in a natural way.
Concentrate on the words May I and Thank you.
Suggest that the rest of the class listen for these expressions.
Follow through by using these expressions in daily classroom activities. (District of Columbia, 1968, p. 54)

Objective: Given a list of ten(ing) words, the child will produce all ten words correctly, using appropriate pronunciation and enunciation.

Instructional Materials: Pictures-
children playing out-of-doors
child playing the piano
children acting in a play

Individual pictures illustrating: running, jumping, walking, eating, sleeping, playing, looking (for something), working, riding, talking, drawing, reading, cutting.

Techniques:
Show pictures of children playing out-of-doors, of a child playing the piano, of children acting in a play.
Let children discuss pictures.
Tell them the pictures will give them a clue to the word for the day.
Elicit the word play.
Discuss the different ideas represented for the word play.
Say the words play, playing.
Ask pupils to clap the words with the teacher.
Ask pupils to tell whether the words are the same or different.
Ask pupils to listen for the ng sound as the teacher says playing.
Have pupils clap each word (play, playing) and say them being sure to give two clear sounds when they say the second word.
Have children clap and say other sets of words in order to enunciate the (ing) ending clearly and naturally.
Give individual pictures of action words to each child.
Say: "Do not show your card to anyone.
When you are called on, do the same thing that the child in the picture is doing.
Say just the word that tells what you are doing. Be sure we hear the two parts of your word." (District of Columbia, 1968, pp. 104-105)
Display five pictures illustrating a person running, looking, playing, eating, riding.
Have pupils tell what is happening in the pictures.
Ask the pupils to draw a picture showing some sort of action (something happening).
Ask each pupil to act out his picture or story and then to tell us what is happening.
Have the class evaluate how well pupils enunciated the ing sound. (District of Columbia, 1968, pp. 166-67)

Objective: Given a specific word to pronounce or picture to describe, the child will use clear and distinct speech so that others will understand what is being said.

Instructional Aids: Flash cards with words that differ only in the vowel such as thin, then.

Various pictures of a ball shown in different relationships to a box: on, under, beside, etc.

Techniques:
Print on flash cards words which differ only in the vowel such as thin, then; pin, pen; sit, sat.
Have various children pronounce the words as they are shown.
Have the group decide whether or not the correct word was pronounced.
(N.Y.U., 1969, p. 85)
State the various positions of a ball in relation to a box.
Tell how a small rubber ball is like a beach ball and how it is different.
(Chicago, 1963, p. 63)

Additional Activities:

1. Explain what makes the following things "good," "fun," or "pretty": candy, flowers, storybook, toys. (Chicago, 1963, p. 63)
2. When making introductions, speak slowly and distinctly so names of people being introduced can be understood and retained. (Birmingham, 1968, p. 97)
3. Read good literature and poetry to the children to acquaint them with the effectiveness of language. (Birmingham, 1968, p. 99)
4. Allow the children to speak together as a group, using nursery rhymes and jingles. Also, use poems which have sounds that are difficult for some children.
5. Guide pupils in correct pronunciation and clear enunciation by providing examples of good speech through:
    - personal example
    - sound films
    - records
    - tape recordings
    - appropriate radio and television programs (Chicago, 1963, p. 74)
6. Determine the developmental level of each pupil's speech. Observe the speech of each pupil in situations which are teacher-guided and those that are self-motivated:
    - group discussion
    - planning and creative play
    - spontaneous remarks
    - casual conversation
    - free play (Chicago, 1963, p. 74)
7. Keep simple records of each pupil's attitude toward, and achievement in, the sequential development of clear enunciation and correct pronunciation. Acquaint sufficiently mature pupils with their speech problems so that they can work toward self-improvement. (Chicago, 1963, p. 74)

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Objective; The child will pretend to be a toy, animal, character from storyland, circus performer, etc. The child will move about and imitate the sound or pattern of sounds of the thing, animal or person they represent.

Instructional Aids: None required.

Technique:

1. Let pupils pretend to be toys, animals, characters from storyland, circus people, etc. Have each child identify himself.
   Ask children to move or sound like the thing, animal, or person they represent.
   Each child should have the same opportunity to participate. (District of Columbia, 1968, p. 46)

Objective: Given a specific situation which provides opportunity for courteous expression, the child will respond selecting specific phrases appropriate to the situation and conforming to social courtesies.

Instructional Aids: A chart showing the chief rules of courtesy important in the primary grades;

Speak so all may hear.
Use a pleasant, conversational voice.
Use polite forms of speech - (thank you, please, excuse me, may I?).
Greet friends and guests.
Introduce a parent or friend.
Allow all members of the group to take part.
Let the speaker finish and not interrupt.
Show respect for others' feelings and opinions.
Welcome guests to a program.
Use simple rules of order when conducting a meeting.
Use the telephone.
Answer the doorbell.
Differ with another's view tactfully and courteously.
Ask discriminating questions in good taste. (Kansas City Mo., 1965, p. 37)

Technique:
Use pictures of situations which provide opportunity for courteous expression, such as: child being introduced to Mother's friend, boy leaving table before rest of family is finished, boy at the table asking for butter, girl asking to hold another's pet, boy picking up something which another has dropped.
Show pictures of children in situations which require courteous responses.
Lead children in a discussion of what is happening in the picture.
Ask pupils to suggest polite words to use in handling the situations.
Encourage use of such expressions as;

Good morning.	Please pass me the _______________.
How do you do?	May I ___________________________.
May I be excused?	Thank you.
Excuse me, please.	Pardon me.

Permit children to role-play the situations. (District of Columbia, 1968, pp. 171-172)

Additional Activity:
Materials - Picture of a family at dinner.
Suggested Situation - Mother and Father have given their son permission to watch a special television program.
It is time for the program, but the family is still chatting at the table.
The boy has finished eating and is anxious to see the show.
Present the suggested situation.
Ask children what the boy in the situation should do.
Suggest that it would be polite for the boy to wait for an opportunity to speak and then ask for permission to leave the table.
Suggest that the boy ask, "May I be excused?"
Permit children to role play the situation.
Encourage pupils to tell other times when they might wish to leave a group.
Guide pupils in realizing that they might use the expression when asking for permission to leave the room. (District of Columbia, 1968, p. 172)

Objective: Given practice in reciting verses together, either in unison or in dialogue form, the timid child will speak out, while the aggressive child will restrain tendencies to dominate. All children will participate and no child will sieze control of the exercise.

Instructional Aids: Various materials as source material for choral speaking.

Technique:
At early levels of the primary grades the teacher must build a readiness for choral speaking by selecting poems which:
    have simple, metric patterns
    suggest simple bodily movements
    contain ideas which children understand and enjoy.
Remember true unison in choral speaking is too difficult to expect of primary pupils.
Work to achieve deeper appreciation of poetry, better understanding and interpretation, as well as pleasing, light voices and clear enunciation. (Chicago, 1963, p. 72)

Additional Activities:

1. Both shy and aggressive children may benefit through listening to an accomplished oral reader. Then, they may join in and make the performance successful. (Birmingham, 1968, p. 98)
   The teacher's artistic presentation, her enthusiasm, and sincere delight in good poetry directly influence the children in her class.
   In choral speaking, the children have excellent practice in working together.
   There is much opportunity for discussing meaning and expression.
   Relationships strengthen between pupils with this teamwork.
   Memorization becomes automatic and pleasurable. (Kansas City Mo., 1965, p. 36)

2. Extend the pupils' abilities in the art of choral speaking.
   Help a group of children interpret certain poems by having each one speak a line of a poem. Encourage children with high, low, or average voices to speak appropriate lines of poems. (Chicago, 1963, p. 72)

Objective: During a "Show and Tell" period, the child will share news or objects brought to school using simple spontaneous sentences while adhering to established standards for speaking.

Instructional Aids: Camera; various other objects and materials.

Technique: Set up standards for speaking.
Speak so that all can hear.
Look at the children.
Tell something interesting.
Provide the opportunity for the children to apply the speaking standards.
Encourage children to bring toys and other objects to share.
Ask pupils to tell about their toys using such words as:
I have ______________. I can ______________.
This is ______________. Here is ______________.
Provide children with a model by saying: "I have a camera. I can push this button and take a picture."
Use the same idea and have pupils identify objects in the classroom. (District of Columbia, 1968, p. 45)

Additional Activities:

1. Have pupils tell about trips which they have taken. (District of Columbia, 1968, p. 45)
   Encourage pupils to use the words I went and I saw.

2. Introduce the children to the use of visual aids by encouraging them to bring items from home for "Show and Tell."
   When the object is small, have the child pass it around the class for all to see or set it in a special place to be looked at more carefully after the child has told about it. (N.Y.U., 1969, p. 106)

3. During discussions and show and tell time, encourage the children to correctly name objects and actions. If the child does not know the correct word, give it to him and encourage him to use it. (N.Y.U., 1968, p. 101)

4. Encourage the children to bring objects to school to use in "Show and Tell". Help the children to understand how having the object in his hand aids him in his delivery as well as being a visual aid for the audience. (N.Y.U., 1969, p. 86)

Objective: Given a variety of playthings, the child will identify an item correctly and then use the words May I and Thank you when asking permission to play with the item.

Instructional Aids: Toys such as: rope, ball, toy car, airplane, telephone, plastic saw, iron, broom, doll.

Technique:
Create situations to use the social courtesies in a natural way. Place a variety of playthings on a table in front of the room.
Ask children to identify the toys.
Tell children they may play with the toys, but that they must use the words May I when asking permission and Thank you when given permission.
Suggest that the rest of the class listen for these expressions.
Allow the child to show the class how he plays with the toy if he remembers to be polite. (District of Columbia, 1968, p. 53)

Additional Activity:
Below are listed those rules of courtesy most important in the primary grades. Discussion brings out the sense and reason behind most of our rules of courtesy. The teacher should demonstrate these courtesies by her everyday behavior and should create situations to use these social courtesies in a natural way.

Speak so all may hear.

Use a pleasant, conversational voice.

Use polite forms of speech - (thank you, please, excuse me, may I?)

Greet friends and guests.

Introduce a parent or friend.

Allow all members of the group to take part.

Let the speaker finish and not interrupt.

Show respect for others' feelings and opinions.

Welcome guests to a program.

Use simple rules of order when conducting a meeting.

Use the telephone.

Answer the doorbell.

Differ with another's view tactfully and courteously.

Ask discriminating questions in good taste. (Kansas City Mo., 1965, pp. 36-37)

Objective: The child will identify self satisfactorily by giving first name and last name; age; month and day of birth; address and telephone number; name of father, school, teacher, and principal; grade.

Instructional Aids: Large sheets of manila art paper
Crayons or paints and brushes
Tape Recorder
Tape

Technique:
Listed above is that personal information that every first grader should know.
Send home a questionnaire requiring the parent to fill in the required information.
Assist each child in learning that information pertinent to himself.
Solicit help from the parents in teaching the child about himself. (Seattle, No Date, p. 28)

Additional Activities:
1. Have children draw or paint pictures of
   themselves
   members of the family
   members of the school family
   pets
   homes
   activities at home
   activities at school
   vacation activities

   Let each pupil show his picture and give his report.
   Guide pupils to make reports which tell what is in the picture and at least one interesting thing about what they drew. (District of Columbia, 1969, pp. 108-109)

2. Use the Tape Recorder.
   Place the tape recorder and microphone in an inconspicuous position in the classroom in order to avoid pupil tension.
   Direct pupils to arrange chairs in a circle or rectangle.
   Tell them that today is the day to discover everyone's full name and address.
   Explain that each child will have an opportunity to stand and tell his name and address, then walk to the person he selects as next and say, "It is your turn." The selected child responds "Thank you."
   Remind pupils to speak clearly and to project or speak so that they can be heard by everyone.

   Turn on the recorder.
   Allow all pupils to tell names and addresses.
   Turn off the recorder.
   Evaluate by asking questions, such as:
   "How clearly did we speak today?"
   "Did everyone speak in complete sentences?"
   "Did we follow the directions correctly?"

more

S 222 (Continued)

Guide pupils in understanding that their speaking has been recorded on tape for-

- enjoyment of hearing oneself on tape
- self-evaluation
- comparative studies of individual and group growth
- analysis of strengths and weaknesses
- teacher planning of lessons to meet class needs

(District of Columbia, 1968, pp. 160-161)

Objective: Given a familiar picture or object as a stimulus, the child will construct and recite a simple sentence spontaneously.

Instructional Aids: Mounted magazine pictures
or
Pictures from a child's coloring book or old workbook

Technique:
Show a large picture of someone who appears to be looking at something.
Ask pupils what they think the person is looking at.
Have pupils suggest ideas appropriate to a specific category, such as: toys, clothing, animals, safety helpers.
Ask: "At what toy do you think the boy is looking?"
Note pupil's ability to give fitting responses in sentences according to the category indicated.
Examples: I think he is looking at a ball.
Maybe the boy is looking at a red wagon.
Turn picture over exposing an appropriate picture which the person could have been observing. (District of Columbia, 1968, p. 49)

Additional Activities:
1. Have the children pretend that a circus is coming to town.
   Let children guess which animals will come past in the circus parade.
   Encourage children to use the words maybe and I think when they guess which animals will be in the parade.
   Let children place animals for which there are flannel cut-outs in the "parade" on the flannel board.
   Ask pupils to suggest other performers who might be in the show.
   Have pupils place these performers on the flannel board.
   Have pupils tell and show, if possible, what the performers will do.
   (District of Columbia, 1968, p. 56)

2. Have boys carry an imaginary package into the classroom.
   Tell the children the box is filled with make-believe packages.
   Give each child a package.
   Have the children untie and open their surprises.
   Ask each child to tell about the surprise in his package.
   Note help needed for changes in speech patterns. (District of Columbia, 1968, p. 49)

Objective: While greeting people, making introductions or sitting at the table, the child will demonstrate acceptable speech patterns and appropriate vocal characteristics by using complete sentences and speaking loud enough to be heard and understood.

Instructional Aids: None specifically required.

Technique:
Dramatize greeting people, saying good-bye, and making introductions.
Dramatize table manners and walking in front of people.
Learn how to formulate a complete sentence by describing or telling about pictures.
Answer questions by using complete sentences. (Salem, 1957, p. 114)
Speak loud enough to be heard and understood.

Additional Activities:

1. Provide activities which help children become aware of the need for varying volume to suit the occasion.
   Different degrees of loudness are associated with various places such as the library, the classroom, and the playground. (Baltimore, 1967, p. 132)

2. Provide many opportunities for practicing variations in stress, pitch, rate, and intonation through choral speaking, dramatization, and oral reading. Encourage children to speak with the same feeling that a character used in a story. (Baltimore, 1967, p. 132)

3. Mark on large oaktag sheets a period, a question mark, and if appropriate, an exclamation point. Have a child flash one of the cards and select someone to deliver a sentence with the appropriate inflection. Each time a child successfully delivers a sentence he becomes the leader. (N.Y.U., 1969, p. 82)

Objective: While practicing complete sentence pattern drills, the student will differentiate between appropriate and inappropriate language by constructing sentences of their own using similar and appropriate language patterns.

Instructional Aids: None required.

Technique:

The teacher must be careful to always use good language and articulation as an appropriate model for the students.

Occasionally, provide complete sentence pattern drills for the children. Start by orally giving the children a pattern and then have them construct similar sentences.

Example:

Pattern: I have a bike.
Responses: I have a doll.
I have a truck. (N.Y.U., 1969, p. 100)

Additional Activities:

1. As the children enter the classroom, encourage them to talk to you about anything that might have happened since the previous day.
   Then, after the group has settled, invite individual children to share their news with the class by asking leading questions such as:
   Charles, what happened to you yesterday?
   Betty, what did I notice about you this morning? (N.Y.U., 1969, p. 100)

2. Provide a friendly atmosphere in which pupils feel relaxed and free to express themselves.
   Encourage the immature child or the reluctant speaker to participate, but permit him to communicate through facial expression or pantomime until self-confidence and a sense of security are established.
   Be aware that pupils must have something they consider important to say before they are motivated to express themselves orally. (Chicago, 1963, p. 52)

Objective: Given a verbal message, the child will store the message for a specified period of time and then repeat the message without substantially altering its content.

Instructional Aids: None required.

Technique:
Give the child a simple meaningful sentence.
Ask the child to repeat the sentence back to the teacher, without changing the meaning of the sentence.
Ask the first child to repeat the sentence to a second child who has not heard the original sentence. Ask the second child to repeat the sentence to the group.
The number of meaningful sentences can be increased and the number of children in the series can be increased as the children become more skillful in short term auditory recall.

Additional activities:

1. Rather than write simple messages to fellow teachers or the building principal, have a child deliver a verbal message.

2. Have the child bring home simple messages verbally. These verbal messages should be followed up with written messages to be sure the message reached each and every home.

3. Get into the habit of repeating directions ONLY ONCE, requiring pupils to listen once and listen well.

Objective: After listening to a story of not more than 60 seconds duration, the child will demonstrate the ability to place a series of up to six pictures in correct sequence and then retell the story, referring at least once to each picture in the sequence.

Instructional Aids: Judy Co. See Que Series 6 picture sets.

Technique:
Select a See Que story card.
Tell the child the story using short and precise sentences.
Place the pictures out of sequence and ask the child to put the pictures back as he tells the story.
This activity may be an individual activity or used in a small group.

Additional Activities:

1. Show pictures of various modes of transportation (car, bus, train, airplane, boat).
   Have children identify each.
   Display a set of three related travel pictures (a car, a car being serviced at a gasoline station, smiling children looking out of a car window).
   Ask pupils to pretend they are in the pictures.
   Say: "Tell how you went for a ride.
   What happened during the trip?
   Tell how you felt afterwards."
   Let pupils use the pictures displayed in order to gain suggestions for answering each question. (District of Columbia, 1968, p. 55)

2. Ask pupils to draw a picture of something in which they have ridden.
   Ask pupils to be ready to tell a story using the three ideas above to guide organization and promote sentence sense in storytelling.
   Set a pattern for the children by telling an experience, such as:
   I went to Ohio on a train.
   The train stopped many times to pick up newspapers and mail.
   I felt very glad when we finally reached Ohio. (District of Columbia, 1968, p. 55)

Objective: During a "Show and Tell" period, the student will describe an object brought to school using standard grammatical usage. He will entertain questions from his audience and answer them using standard grammatical usage.

Instructional Aids: Object brought to school.

Techniques:
After a presentation of an item by a child to a group of children or to the entire class, encourage the students to ask questions about the item described.
Encourage children to begin there questions with the words: Who, what, where, why or how.

Have the children sit in a circle during sharing time and concentrate on having the children direct questions and comments to one another rather than to the teacher.

Objective: Given a specific picture or object, the student will describe that object to a listener who has not seen the object, using words without gestures or visual aids to describe the object accurately. The listener will in turn, be called upon to identify the object based on its description from amongst several similar objects.

Instructional Aids: Three girls, two with similar outfits on.

Technique:
Invite three girls to stand in front of the class.
Select at least two girls with green in their dresses.
Pretend to be looking for one of the girls.
Say: "Have you seen my friend?
She has brown hair.
Today she is wearing a green plaid dress.
Her socks are white.
Her shoes are brown.
Have one child identify the right girl.
Ask pupils to recall the things about the girl which were described.
Use cards to remind pupils of these things.
Allow the children to take the teachers part.
Gradually increase the number of children in front of the room. (District of Columbia, 1968, p. 161)

Additional Activity:
Show a large picture of someone who seems to be observing something.
Ask pupils what they think the person is viewing.
Provide pupils with a category within which to make reasonable guesses.
Ask the pupils to give two descriptive words when telling about what the person is watching.
Examples: I think the girl is looking at a white, longeared rabbit.
Display a picture in the category indicated.
Use it to answer the question of what the person is viewing.
Ask the pupil or pupils who guessed it correctly to raise their hands.
(District of Columbia, 1968, p. 105)

Objective: When giving announcements, explanations, directions, descriptions or information, the student will:
Wait until everyone is ready to listen.
Speak loudly and clearly.
Look at the person he is talking too.

Instructional Aids: Safe, non-breakable objects available in the classroom.

Technique:
Send one child out of the room.
Let another child place an object somewhere in the room.
Send for the missing child.
Have the first pupil tell where the object is.
Help the class evaluate how clearly directions for finding the object were given and how quickly the child followed directions for locating the object. (District of Columbia, 1968, p. 167)

Additional Activities:

1. The need to give directions and explanations occurs frequently, when children learn a new game, direct visitors, demonstrate the use of a new material, or explain a project. Skill in this activity implies brevity and clarity in wording.
   Encourage children to think through the directions to be given.
   Guide children to include only relevant information.
   Encourage the use of simple directions.
   Encourage the use of words rather then gestures.
   Check on understanding by asking the listeners to repeat directions.

2. Children need direction and help in delivering messages, giving directions or making accouncements. They can help organize their thinking by setting patterns, such as -
   1. To whom is the message delivered?
   2. Who is sending the message?
   3. What is the message?
      a. Speak clearly.
      b. Give all facts and infromation.
   4. Is there an answer?

   Another way is to list the question words who, what, when, where, why, as a guide. (Kansas City, Mo., 1965, p. 31)

Objective: Given practice telephones, the student will use the telephone efficiently, introducing self, giving reason for calling and proper conclusion.

Instructional Aids: Two practice telephones.

Technique:
Materials from the Telephone Company may be secured.
Give pupils practice in using the telephone under guided conditions.
Construct imitation telephones and practice making telephone calls in which one:

extends or accepts an invitation
thanks someone for a birthday gift
congratulates a friend on a new baby brother or sister.
(Chicago, 1963, p. 57)

Additional Activities:

1. Teach children the correct way to:
   answer the telephone
   take telephone messages
   respond when a busy signal was given
   Teach children to dial emergency numbers
   Discuss the responsibilities involved in using the telephone correctly and the serious consequences which may result from abuses of these services. (Chicago, 1963, p. 56)

2. Make a list of the new vocabulary used in telephoning.
   Determine the meanings of busy, party, dial, and wire, and use them correctly in conversation and discussion. (Chicago, 1963, p. 57)

3. Dramatize good telephone manners. (Birmingham, 1968, p. 97)

Objective: During a discussion period within a small group, the child will express his personal thoughts on specific topics in a way that can be understood by his listeners. Success can be measured by the types of questions asked.

Instructional Aids: None

Techniques:

Introduce the children to discussion groups by having them first share experiences in small, informal groups. Introduce a topic and lead the children into expressing their thoughts about it.

For example:

Did you have fun in the snow yesterday?

What did you do?

Reintroduce the topic as necessary to keep the children on one subject. (N.Y.U., 1969, p. 62)

Allow the children to ask each other questions. Do questions asked request clarification of information or do they request additional information?

Discuss with the class the purpose of speaking in or before a group. Elicit the idea that one speaks to be understood and that the most important aspect of speech is communication. (N.Y.U., 1969, p. 62)

Additional Activities:

1. Oral expression predominates over written expression in Grade One. The major emphasis in speaking at this level is helping the child make his thoughts understandable and enjoyable to others. During discussions those not talking should be listening courteously. (Seattle, No Date, p. 28)

2. The child can show an interest in oral expression by willing participation in class discussions. Discuss "tricky" words and make a list of them to practice. (Salem, 1957, p. 155)

3. Through the sharing of experiences during science and social studies lessons the child can express and find pleasure and enjoyment. (Salem, 1957, p. 115)

Objective: In a three to five sentence talk, the student will express ideas in an orderly sequence using words such as first, next, then, after, finally, etc.

Instructional Aids: Oaktag cards with the words, first, next, then, after, and finally written on them.
Various pictures as described below.

Technique:
Display, or project on a screen, pictures showing the time order changes in things, such as: the changes in leaves throughout the year or the changes in the development of a moth or butterfly.
Then have the children give three to five sentence talks using temporal order to describe the process of change.
The children might be more successful if words such as first, next, then, after, finally are put on oaktag cards and used to assist the children in organizing their talks. (N.Y.U., 1969, p. 104)

Additional Activities:

1. Have a group of children prepare talks for the class on topics which require time-order sequence, such as:
   Paper Mache Animals
   Painting a Mural
   Preparing an Oral Report
   After they have given these reports, list with the class the steps presented for each topic. Have the class then number these in the proper sequence. Then discuss what would happen if these steps were mixed up. Lead them to recognize that in some situations we must follow the process in a certain order and that if we want someone to understand the process we should tell them about it in time sequence. (N.Y.U. 1969, p. 104)

2. Introduce the children to the idea of spatial order by having them tell about the different things in the classroom. Start by having a general discussion where the children volunteer this information without any attempt at organization.
   Example:
   We have a chalkboard.
   There are six windows.
   There are two bulletin boards.
   We have a fishtank.
   Our pictures are on the bulletin board.
   The alphabet is on the chalkboard.
   Then ask one child to act as a guide and escort the group around the room explaining everything as he goes. (N.Y.U., 1969, p. 105)

3. Ask various children to describe the buildings, trees, fields, and streets that are on their route from school to home. Ask them to start their talk with the first thing they see when they leave school and to finish with their front door. In discussing these talks, help the children recognize how explaining things in spatial order helps them to organize their talk and creates a clearer picture for their listeners. (N.Y.U., 1969, p. 105)

4. Have a "Once upon a Time" unit to direct pupils' attention to establishing time and place in the introduction of their stories. (Chicago, 1963, p. 68)

Objective: The student will hold the attention of the group using visual or audio supports while telling stories or relating incidents seen or heard, as measured by a list of given standards.

Instructional Aids: These will vary based on the topic of the proposed speech, and might include pictures, objects, other audio visual aids and/or demonstrations.

Techniques:
When the student gets the opportunity to speak on a topic of his own selection (with some teacher guidance) he will:

Use pictures and objects as reference in making explanations.
Use puppets in dramatizations.
Use posters and charts to lend emphasis to a topic under discussion.
Use records, tapes or other recorded material to support statements of fact.
Use demonstrations of a particular object or technique to aid in understanding. (Salem, 1957, p. 114)

The student will be expected to hold the attention of his listeners. Attention can be measured by the following standards:

1. Are questions asked the speaker relevant to his topic?
2. Are the listeners quiet?
3. Are the listeners looking at the speaker?
4. What is the comprehension level of the group of listeners?

Objective: The child will deliver a short talk or announcement related to an assigned subject of interest or to information to be shared with the group, telling who, what, where, when, why and/or how, when they apply.

Instructional Aids: None specifically required.

Techniques:
When delivering messages or making announcements, the student must realize the importance of telling the who, what, where, when, why and how of the message. (Birmingham, 1968, p. 96)
Children learn to relay verbally thoughts in sequence by retelling a story, giving the main events in proper sequence. (Birmingham, 1968, p. 63)

Additional Activities:

1. Kinds of speaking experiences - Talks
   Telling about out-of-school experiences, interests, hobbies.
   Relating incidents from favorite stories and books.
   Telling stories suggested by a series of related pictures.
   Retelling stories read independently or by the teacher.
   Making short talks and announcements related to some subject of interest or to information to be shared.
   Preparing and presenting a few statements about a specific topic.
   (Seattle, No Date, p. 36)

2. In grade two, the teacher:
   raises questions which direct a child's observation, and guides him in giving simple reports based on that observation.
   helps the children to see opportunities for reporting.
   encourages the class to give spontaneous accounts on what they have seen, heard, or experienced in and out of school.
   suggests that the report should answer the questions who, what, when, where, why, and how. (Baltimore, 1967, p. 138)

Objective: The student will prepare and give a one minute personal experience talk without notes describing who, what, when, where, why and how.

Instructional Aids: None required.

Technique:
Guide pupils to select a topic for their short talk.
The topic should be related to a personal experience, either something the child has seen, heard or done.
Place the words who, what, when, where, why and how on the chalkboard.
These words should be used as guidelines by the children.
These talks may be taped, for analysis, with later emphasis being given to sequencing of ideas.
Help the students tell what they saw and heard and how they felt.
The teacher (listener) might keep a scoresheet, divided into the above listed categories. How many did the child include in his talk?

Objective: The student will prepare and give a one minute talk about a specific topic, using a beginning sentence, that states the main idea, sequential development and a closing sentence.

Instructional Aids: Paragraph with clearly stated main idea followed by details which support this main idea.

Technique:
Read to the class a paragraph with a clearly stated main idea followed by details which support this main idea. Discuss the paragraph with the children pointing out how the details explain the stated idea.
Then guide the children in preparing brief talks in which the main idea is stated, followed by sentences which develop this idea.
Topics such as the following lend themselves well to this type of activity:
Pets
My Favorite Game
Hobbies
Trip or vacation. (N.Y.U., 1969, p. 101)

Additional Activities:

1. Write on the chalkboard a list of time order words such as first, next, then, after, and finally.
   Then ask various children to use these words in describing what they did after they left school the previous day.
   Lead them to understand how these words help them get the events in the right order. (N.Y.U., 1969, p. 104)

2. Ask various children to describe the buildings, trees, fields, and streets that are on their route from school to home.
   Ask them to start their talk with the first thing they see when they leave school and to finish with their front door.
   In discussing these talks, help the children recognize how explaining things in spatial order helps them to organize their talk and creates a clearer picture for their listeners. (N.Y.U., 1969, p. 105)

3. Encourage the class to give spontaneous accounts of what they have seen, heard, or experienced in and out of school. (Baltimore, 1967, p. 138)

Objective: After listening to part of a passage, the student will relate the sequence of events expressed in the passage and successfully predict outcomes based on that sequence of events.

Instructional Aids: Selected passage involving a sequence of events leading to a conclusion.

Technique:
Read to the class several short paragraphs involving a sequence of events.
At a climatic point in the passage invite the listeners to predict the next event and the final outcome.
List all reasonable suggestions on the chalkboard.
Have the children discuss the relative possibilities of each suggestion before deciding on the most probable turn of events.
Then conclude the activity by reading the rest of the passage and revealing to the class what actually happened. (N.Y.U., 1969 p. 4)

Additional Activities:

1. Begin a "round robin" story. Point out how each event depends on the preceding one for its growth, excitement, and suspense. (Chicago, 1963, p. 34)

2. Read a short story, leaving out the beginning paragraphs, as well as the ending ones. Ask the class if anything was wrong with the story. What was wrong? What was needed to make the story easy to follow, as well as easy to understand? Then, read the entire story, pointing out the necessity of a beginning, a middle, and an end. (N.Y.U., 1969, p. 4)

Objective: The child will relate an incident or personal experience using appropriate ideas expressed in simple spontaneous sentences.

Instructional Aids: Flannel board, pictures with felt backing;
Drawing paper, Crayons

Technique:
The teacher should encourage students to relate their experiences outside of the classroom to whatever is being discussed.
The more that classroom learning can reflect the student's world, the more involved he will be in learning.
Sharing personal experiences often helps to guild trust and comfort in a group. It helps break down the walls between school and "real-life."
Classroom discussions should deal with, not avoid, the students' world outside the classroom.
When we relate what we are to learn to what we already know, we can retain and use our new learnings better. (Alameda County, Reticent Child, 1969, p. 20)
The teacher can relate a personal incident from his own life experience. Then he can ask the class, "Do you think that this is a good idea? Would you like me to do it again? If so, why?" Then discuss in a simple way the importance and significance of sharing meaningful personal experiences with others. (Alameda County, Reticent Child, 1969, p. 20)
Frequently ask the children to tell about similar experiences they have outside the classroom that are relevant to what is being discussed in the classroom. (Alameda County, Reticent Child, 1969, p. 30)

Additional Activities:
1. Place a flannel-backed picture of a girl on the flannel board.
   Say: "This is my friend.
   She will tell you about herself."
   Place flannel cut-outs on the board as each sentence is given.
   Say: "My name is Mary Brown.
   I am 6 years old.
   My address is 982 Durham Road, Madison.
   I live with my mother, three sisters, and two brothers.
   Help pupils use pictures to recall the kinds of information given: name and age, home, family.
   Point to flannel cut-outs and repeat the information presented above.
   Have the class repeat each sentence using the teacher's tonal quality and matching her enunciation.
   Provide opportunity for several pupils to present similar information about themselves. (District of Columbia, 1968, p. 102)
2. A self-drawing of the child using crayon on drawing paper may be substituted for the flannel board in exercise 1.
3. Place Mary Brown, a doll with felt backing on the flannel board.
   Allow Mary Brown to introduce herself, thus providing children with a model for speaking well.
   Place a toy on the flannel board that helps to show how Mary has fun.
   Have Mary tell how she has fun at home.
   Encourage children to tell two things about themselves using the flannel board pictures as a guide.
   Add more items to the flannel board after children learn to tell two things well.
   Have pupils give additional information about the number of sisters and brothers they have; where they live; with whom they live. (District of Columbia, 1968, p. 50)

Objective: Given a specific topic the speaker will limit his discussion to that topic and related, supportive data, avoiding the introduction of new unrelated topics or ideas.

Instructional Aids: None required.

Technique:
One child says a word; the next child repeats the word and adds one which is related in some way to the previous word. If someone challenges the relationship of the two words and the speaker can not defend or show a relationship, the speaker receives a minus point. The person with the fewest minus points is the winner. (Alameda County, Reticent Child, 1969, p. 17)

Additional Activities:

1. One student may begin a story and each student then adds a sentence or segment to the story. (Alameda County, Reticent Child, 1969, p. 17)

2. Give each child an action picture that clearly conveys a main idea and a sufficient number of details to support it. Provide time for the children to examine their pictures and then ask each child to tell what his picture is about and to mention two or three things which explain what is happening.
   Example:
   My picture shows a lady losing her groceries.
   The bottom of the bag broke and everything fell out.
   (N.Y.U., 1969, p. 101)

3. Point out the differences between casual conversations and discussions that deal with a particular subject. Guide pupils toward the understanding that in discussion, remarks are centered around one topic and all contributing comments bear upon the subject: discussion moves from point to point toward a conclusion in an orderly progression. (Chicago, 1963, p. 56)

4. Provide opportunities for discussion on topics in the content subjects. Keep the discussion moving with questions that ask how, what, where, when, and why. (Chicago, 1967, p. 56)

Objective: Given three specific rules for speaking behavior, the child will list these rules in any order and demonstrate comprehension through adherance to the rules when speaking in large group or small group situations.

Instructional Aids: Bulletin board or poster with the following rules:

Speakers-
We wait until everyone is ready to listen.
We speak loudly and clearly.
We look at the people we are talking too.

Radio or record player and record.
Chart showing a child speaking to a group.
Pictures of pets playing.
Pictures depicting familiar experiences.

Techniques:
Turn the radio or record on at a comfortable listening level.
Lower the volume so that the sound is barely audible.
Ask pupils which volume they need in order to enjoy listening.
Help pupils understand that when they speak, they must be sure the class can hear.
Display a chart showing a child speaking to a group.
Guide children in noting that the speaker stands well and looks at the audience.
Help pupils notice that the audience looks at and listens to the speaker.

Show several pictures of pets doing funny things, or show pictures of something in which children have indicated interest and experience.
Allow pupils to enjoy the pictures.
Share a personal experience related to one of the pictures in order to provide pupils with a model for speaking.
Suggest that a pupil, who has had an experience with a pet, pretend that he is the speaker on the chart.
Have him share his experience with the class.
Guide the class in understanding how their classmate reminded them of the speaker in the picture.
Ask the speaker (child who shared) if the audience did its part.
Guide the evaluation of sharing efforts.
Display the speaking chart, which can be used as a reminder of speaking standards, in a prominent place in the room.
Instruct the students to use these rules in large group and small group situations.

Objective: Given a particular object or picture as a stimulus, the child will discuss the stimulus using complete sentences in small group situations.

Instructional Aids: Drawer full of objects or pictures that the children have brought to school.

Technique:
Develop a surprise drawer by setting aside a special place for keeping objects and pictures which the children bring to school.
Invite the children to go to this drawer in small groups during free time.
Encourage them to talk together about the items they find in the surprise drawer. (N.Y.U., 1969, p. 66)

Additional Activities:

1. After reading a story to the children, encourage them to talk about it. Lead them into speaking in complete sentences by asking questions such as:

   "Why was Dick Happy?
   How did Jack help?" (N.Y.U., 1969, p. 66)

2. Discussion is conversation directed toward a common interest that requires organization, solution, and evaluation. Daily discussions involve children's feelings, aspirations, and interests in relation to human experiences. This is a significant language activity, and each curriculum area provides content for the development of discussion skills.
   At early levels the teacher should:
   state or help children to state the problem.
   ask leading questions.
   keep the discussion to the point.
   press for reasons.
   ask for sources of information.
   strive to have discussion move from child to child rather than from child to teacher.
   keep the spirit of discussion one of mutual interest and helpfulness.
   clarify confused ideas.
   handle conflict tactfully.
   summarize ideas to help pupils experience a sense of accomplishment in discussion activity. (Baltimore, 1967, p. 136)

Objective: Given a suggested activity, the child will act out or pantomime that activity using body control, movement, and gesture so that the observer can identify the activity being pantomined.

Instructional Aids: None required.

Technique:
Have the children act out various activities such as: bouncing a ball, brushing teeth, and hitting a ball with a bat. Have the rest of the class guess what is being acted out. Progress to more difficult routines such as wrapping and tying a parcel, or taking a milk carton from a tray, opening it, and drinking the milk through a straw. (N.Y.U., 1969, p. 80)

Additional Activities:

1. Set up various corners in the room which will encourage spontaneous role playing, such as a housekeeping corner, a store corner, and an office corner. Encourage the children to play with these during free play time. (N.Y.U., 1969, p. 67)

2. Observe the play and occasionally help the children through guided questions such as:

   Would Mary talk to her mother like that?
   Would the storekeeper scold his customers?

   Set up a series of role playing activities for the children including teacher-child, mother-child, and child-friend situations. Have the children improvise dialogue to develop the situation. After the series has been presented, discuss the differences in the way the child spoke to the other character in each scene. After the discussion, continue with more scenes so the children will consciously adapt to the various roles in which they are placed. (N.Y.U., 1969, p. 68)

Objective: During specifically structured discussions, the child will express disagreement with the teacher and his classmates whenever he objects to what has been said and/or will express agreement with the teacher or his classmates whenever he supports what has been said. He will do this by holding up the appropriately colored card.

Instructional Aids: Several card sets; Three cards per set (a red card, a green card, and a white card).

Technique:
Give the students one red,one green and one white card (3 in all). During discussions, ask them to hold up the red card if they disagreed with what was said, the green card if they agreed and the white card if undecided or if they wish to comment or ask a question. (Alameda County, Reticent Child, 1969, p. 11)

Additional Activities:

1. When an argument or fight occurs in school, discuss it and show how points of view differ depending on the position of each person. (Alameda County, Reticent Child, 1969, p. 13)

2. Have a talking table in one corner of the room where students and teacher may go and invite anyone to accompany them. This can be used especially if the student or teacher has a problem which needs to be discussed in private. A tape recorder should be available for students to air happinesses or complaints. Stress each student's responsibility for what he says and how he says it. (Alameda County, Reticent Child, 1969, p. 12)

Objective: Given a taped sample of a child's own speech, the student will detect mispronounced words and will correct confused sounds, omitted and extra sounds.

Instructional Aids: Tape recorder, tape; flash cards.

Technique:
In conjunction with activities in auditory discrimination have the children listen to their own production of speech. Tape record each child's voice, and help them detect errors such as:

confused sounds - podadoes for potatoes
omitted letters - kep for kept
extra sounds - singger for singer

Using the tape recorder have individual children practice saying words which give them difficulties. (N.Y.U., 1969, p. 84)

Additional Activities:

1. Print on flash cards words which differ only in the vowel such as thin, then; pin, pen; sit, sat. Have various children pronounce the words as they are shown. Have the group decide whether or not the correct word was pronounced. (N.Y.U., 1969 p. 85)

2. Use listening activities with rhyming words and lists of words with the same final consonant. Stress the ending sounds by having children compose jingles or supply the rhyming words for verses. (Baltimore, 1967, p. 132).

3. Have children tap or clap out the number of syllables in a word or mark off the syllables in words written on the chalkboard. (Baltimore, 1967, p. 132)

4. Use the "listen-look-say" approach. Encourage children to listen closely to the correct pronunciation and to watch the teacher's lips, teeth, and tongue as he produces the correct sound.

Objective: Given a taped sample of the students speech, the student will recognize errors (if they exist) made in the articulation of specific speech sounds.

Instructional Aids: None specifically required but a tape recorder may be used to support the identification of errors and to add interest.

Technique:
Teachers need to encourage students to admit their errors by creating a classroom atmosphere in which errors are not ridiculed nor penalized. They should set an example by admitting their own errors.
This activity can best be carried out informally during reading or during some other activity. When the teacher or another child hears or makes an error, they should admit to that error and correct the error if possible. Specific speaking activities may be planned involving the use of the tape recorder, and one objective in listening to the playback can be the identification and correction of articulation or pronounciation errors. (Alameda County, Reticent Child, 1969, p. 15)

Additional Activities:

1. Each student might give a talk on, "A Mistake I Have Made." He might include the events which led up to it, the reactions of any other people involved, how the situation looked to them, whether he admitted to the mistake, how he felt during the whole period of time, alternative ways that he might have handled the situation. (Alameda County, Reticent Child, 1969, p. 15)

2. As the teacher, it is important to admit to errors made and to make the children feel as if it is not wrong to make an error. Discuss how important it is to make mistakes in order to learn. (Alameda County, Reticent Child, 1969, p. 16)

Objective: Given a specific topic for discussion, the children will recognize and utilize patterns of organization. The student will compare and contrast, classify, use time order, spatial order or analyze cause and effect, whichever process is most appropriate for the situations described in the activities.

Instructional Aids: See each activity below.

Techniques:

1. Comparison and Contrast - Place on the chalkboard or bulletin board the pictures of two different objects which have a great deal in common, such as: a car and a truck, a doctor and a nurse, an apple tree and a fir tree. Elicit from the children the similarities and differences. (N.Y.U., 1969, p. 103)

2. Classification - Cut from oaktag the patterns of a circle, a square, a triangle, and a rectangle. Prepare a display on the bulletin board using these four patterns. Then ask the children to name objects in the classroom that are like each of the oaktag figures:

   Example: The clock, the door knob, and the waste paper basket look like the circle. (N.Y.U., 1969, p. 103)

3. Time Order:- Display, or project on a screen, pictures showing the time order changes in things, such as: The changes in leaves throughout the year, the changes in the development of a moth or butterfly. Then have the children give three- to five-sentence talks using temporal order to describe the process of change. The children might be more successful if words like first, next, then, after, finally are put on oaktag cards and used to assist the children in organizing their talks. (N.Y.U., 1969, p. 104)

4. Spatial Order - Introduce the children to the idea of spatial order by having them tell about all the different things in the classroom. Start by having a general discussion where the children volunteer this information without any attempt at organization.

   Example: We have a chalkboard.
   There are six windows.
   There are two bulletin boards.
   We have a fish tank.
   Our pictures are on the bulletin board.
   The alphabet is on the chalkboard.

   Then ask one child to act as a guide and escort the group around the room explaining everything as he goes. (N.Y.U., 1969, p. 105)

5. Cause and Effect - Ask the children to tell in a few sentences why they use galoshes, tie their shoes, stop for cars. Elicit a cause-and-effect response by asking "Why?" (N.Y.U., 1969, p. 105)

Objective: Given fifteen different items the student will identify a specific item through questioning. The responses to the questions can be only "yes" or "no".

Instructional Aids: 15 pictures; several animals, plants, appliances, materials for use with paper, etc.

Technique:
With a group of 3-5 children, have one child choose an item and write down what the choice is.. The other children must try to guess what item was chosen by asking in turn questions that will lead to the discovery of the item. The answers to the questions can be only "yes" or "no". Each child may ask total number of questions that can be asked, so that all questions asked are good ones.

Objective: Given a picture of a situation depicting a definite mood, the child will communicate the mood of the person in the picture, using the tonal quality of what the person in the picture might be saying as a clue.

Instructional Aids:
Pictures:

- child during his birthday party
- child whose dog has been hurt
- child finding something unexpected in a package
- child returning home after romp in the snow
- child whose baby brother broke a new toy.

Technique:
Show pictures of children in various moods.
Encourage the pupils to discuss how the children probably feel and why they feel this way.
Ask: "Have you ever felt this way? Tell us about it."
Have the children suggest what each person might have said.
Have the pupils try to portray the tonal quality expressed in the voices of the children pictured.
Suggest words, such as: surprised, delighted, sad, angry, tired.
(District of Columbia, 1968, p. 116)

Objective: The child will respond to specific role playing situations by improvising dialogue and demonstrating appropriate language courtesies.

Instructional Aids: See Activities listed below.

Technique:
Set up various corners in the room which will encourage spontaneous role playing, such as housekeeping corner, a store corner, and an office corner. Encourage the children to play with these during free play time. (N.Y.U., 1969, p. 67)

Observe the play and occasionally help the children through guided questions such as:

Would Mary talk to her mother like that?
Would the storekeeper scold his customers?

Set up a series of role playing activities for the children including teacher-child, mother-child, and child-friend situations.
Have the children improvise dialogue to develop the situation.
After the series has been presented, discuss the differences in the way the child spoke to the other character in each scene.
After the discussion, continue with more scenes so the children will consciously adapt to the various roles in which they are placed. (N.Y.U., 1969, p. 68)

Additional Activities:

1. Language Courtesies-

   The manner in which we speak is as important to the listener as the use of effective language itself.

   The following techniques and attitudes must be learned and developed.

   a. Use common expressions of courtesy (Example: "thank you," "please," etc.)
   b. Give opportunities for others to contribute.
   c. Consider the feelings of others.
   d. Know when and how to interrupt a speaker. (Birmingham, 1968, p. 100)

2. Keep a large chart for the class and record participation. Perhaps have each child keep his own individual record of oral participation. At the end of each week award the child who has participated the most and the child who has improved the most. Discuss the importance of oral participation and do this activity just long enough to make the children more aware of their own participation. (Alameda County, Reticent Child, 1969, p. 8)

3. Allow a specific amount of time when an interesting topic is being discussed to go around the room and elicit a brief one-word or one-sentence opinion from every member of the class. (Alameda County, Reticent Child, 1969, p. 8)

Objective: Given an opportunity to classify objects as pretty, funny or good, the child will express his personal opinion and offer at least one reason to justify his classification.

Instructional Aids: pretty- piece of colorful material
shiny paper
plastic flower
gold fish in a bowl
funny- clown doll
Mexican jumping bean
good- apple
correct paper
book (familiar story)
candy

Technique:
Display objects
Invite about eight to ten children "to visit".
Ask pupils to find something which they think is pretty.
Ask a child to explain why he thinks an object is pretty.
Allow other children to select items which they consider pretty and to give reasons for their choice.
Ask pupils to describe something pretty that they have or that they have seen at home; at school; in the neighborhood; during a trip.
Follow a similar pattern by having pupils explain reasons for finding things funny; good.
Evaluate by asking: "How many took part in our conversation?
Who can tell us something interesting that you heard?
Did you hear any new or interesting words?" (District of Columbia, 1968, p. 112)

Additional Activities:

1. Guide pupils, on other occasions, to take imaginary trips to the farm, playground, picnic spot, circus, or on a seasonal walk.
   Help pupils tell what they see and hear and how they feel. (Washington D.C., 1968, p. 169)
2. Guide pupils to open imaginary packages.
   Ask them to tell what is in the package, as well as, additional information about color, and when, where, or how they might use the object. (Washington D.C., 1968, p. 169)
3. Students need to regard one another as potential sources of learning. Respect for oneself and one's peers leads to receptive learning. (Our goal is to help students become independent of us in pursuing their education.
   Learning from peers, therefore, is as important as relying on the teacher for learning.)
   Opportunities should be built into lessons for students to talk among themselves. (Alameda County, Reticent Child, 1969, pp. 23-24)
4. Put the children in a role-playing situation in which each child at some time has the opportunity of being the teacher. The child who is the teacher should be the one to decide how he wants either the rest of the class or just three or four other students to act. Discuss each child's conception of "teacher". (Alameda County, Reticent Child, 1969, p. 24)

Objective: Given a structured situation for dramatic play, and standards to follow during participation, the child will participate in the dramatization and adhere to the specified plot and standards.

Instructional Aids: Varies with the situation.

Technique:
Dramatic activities offer natural and interesting ways to develop self-confidence and poise.
A child finds it easy to imitate and enjoys doing so.
Standards to follow:

1. Speak and act as the person in the story does.
2. Speak loudly and clearly enough for everyone to hear.
3. Make voice show feelings.
4. Other members of the class should enjoy the performance. (Birmingham, 1968, p. 98)

Kinds of Speaking Experiences - Dramatizations
Dramatizing favorite stories, parts of reading lessons, activities centered around community workers, the city, and the country.
Pantomiming poems, music, and stories.
Using a room microphone for announcements and "make-believe" broadcasts.
Learning how to use the telephone effectively and courteously.
Participating in social introductions both as the introducer and as the introduced. (Seattle, No Date, p. 36)

Additional Activities:

1. In dramatizing more complex stories, the children, through discussion, are led to divide the story into scenes or acts.
These are listed on the chalkboard with the questions "where" "when" and "who" answered. For example:

The Three Bears
Scene One

Where - In the bears' house.
When - In the morning.
Who (characters) - Father Bear
Mother Bear
Baby Bear (Kansas City, May 1965, p. 35)

2. There are endless opportunities for dramatization:
original stories
poems
songs
courtesies
stories that have been told or read
safety rules
Historical incidents and characters (Kansas City, May 1965, p. 35)

3. There are many ways to dramatize other than "acting out" a story:
putting on a TV or radio play
using puppets (stick, hand, sack, stuffed or papier-mache)
making a flannelgram
developing a shadow play
speaking for a class created "movie"
(a series of pictured scenes telling the story) (Kansas City, May 1965 p. 35)

Objective: Using the Bell Telephone Systems special Teletrainer phones, the student will use telephone courtesy by answering politely. He will demonstrate his ability to receive messages so that the main idea of the message remains intact and can be repeated correctly when the conversation has been completed.

Instructional Aids: Two practice telephones.

Techniques:

Discuss occasions on which pupils have been allowed to use the telephone.

Give numerous pupils an opportunity to answer the telephone using a polite and friendly phrase such as, "Hello, this is John Brown."

Provide situations, as pupils are ready, in which they answer the telephone when;

it is for someone else in the house.
it is for someone who is busy and cannot come to the telephone.
it is for someone who is not at home.
the caller has the wrong number. (District of Columbia, 1968, p. 173)

Emphasize the following rules of courtesy:

For all telephone calls:

1. Use a pleasing voice.
2. Speak to be heard and understood.
3. Listen attentively to the speaker.

When originating calls:

1. Give name immediately.
2. State purpose of call.
3. Conclude the call promptly.

When receiving calls:

1. Answer quickly.
2. Give answers clearly.
3. Take messages accurately.
4. When another person is wanted, ask caller to, "Hold the telephone, please" and get the person asked for at once.

When making emergency calls:

1. Dial "operator."
2. Say, "I want to report a fire" or "I want a policeman."
3. State purpose of call if time allows.
4. Give name, address and telephone number. (Kansas City Mo., 1965, pp. 37-38)

Additional Activities:

1. Introduce pupils to the teletrainer.
   Help them understand that the equipment will produce the same sounds that telephones in their homes make.
   Allow pupils to see the control panel and to hear the dialtone, ringing sound, and busy signal.
   Guide pupils in distinguishing sounds and in explaining the messages the sounds give them. (District of Columbia, 1968, p. 174)

2. Provide role-playing situations in which the children must listen for a busy signal or for a ringing sound.
   Remind children to be sure to hang up and wait if they hear a busy signal. (District of Columbia, 1968, p. 174)

3. Place two telephones before the class.
   Permit children to talk briefly on the phones just for fun.
   Suggest it is always valuable to learn the names of things we use.
   Help pupils identify the receiver, mouthpiece, cradle, dial wheel, and finger stop.
   Guide pupils in understanding the proper use of each part.
   Be sure to help pupils understand the importance of holding the mouthpiece away from the mouth.
   Permit various pupils to name and explain the function of the parts of the telephone and to demonstrate usage of the parts.
   Show pupils how to dial the operator.
   Allow children to demonstrate dialing the operator.
   Be sure they remember to keep the index finger in the proper space until the finger reaches the finger stop. (District of Columbia, 1968, p. 174)

4. Help pupils understand that sometimes we use the telephone in an emergency.
   Show sketches depicting emergency situations.
   Have pupils decide on information which would be needed in order to report each.
   Provide opportunity for pupils to practice reporting a fire or loss.
   Guide pupils in securing the assistance of the "Operator" in placing their calls.
   Participate by answering calls to the police or fire department until pupils can handle this part, also.
   Be sure pupils give address clearly and distinctly.
   Provide a pattern to guide pupils in reporting
      who or what was lost.
      where it was last seen.
      something about its appearance.
   Encourage pupils to create role-playing situations which incorporate the emergency calls practiced. (District of Columbia, 1968, pp. 174-175)

5. Play "Telephone": Arrange the players in two lines. The leader writes a sentence on a slip of paper and then whispers the sentence to the first player on each team. At a signal, the sentence is whispered from player to player. When the last player receives it, he runs to the leader and repeats what he heard. The team whose sentence is more nearly correct wins. In a tie, the team whose player reaches the leader first wins.

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Objective: Given a selected passage at an appropriate reading level and with a single mood, the student will read the passage orally in an expressive way. The child will express the main idea of the paragraph in one complete sentence.

Instructional Aids: Selected short passages at an appropriate range for grade level.

Technique:
Allow student to select a passage at his reading level and in his interest area.
Let the student read the passage over silently, reviewing vocabulary and striving for the main idea.
Instruct the student to read the passage orally, striving for smoothness of expression and use of proper voice inflection.
Ask the child to express the main idea of the paragraph in one complete sentence.

Objective: Given a specific phrase or short paragraph, the student will restate the main idea of the phrase or paragraph using different words.

Instructional Aids: Selection of phrases or short paragraphs at the child's appropriate reading level which contains one main thought or idea.

Techniques:
Allow each child to select one phrase.
Have the child read the phrase or sentence silently.
Ask the child to repeat the phrase keeping the same meaning but using different words.
In a second lesson the teacher may read the sentence or phrase to the child and ask him to restate the phrase using different words yet keeping the same meaning.
A further followup to this lesson can involve the use of several sentences or a short paragraph which the child is expected to read silently and then restate the main idea using different words.
Finally, the teacher should read short paragraphs to the students, asking them to restate the main idea of the paragraph using different words.

Objective: After listening to a short story, the listener will relate two or three incidents in the story in proper sequence.

Instructional Aids: A series of appropriate short stories.

Techniques:
All children appreciate stories, whether read or told by their teacher.
This should be a part of the daily program.
After listening to a short story, the child demonstrates his comprehension by relating two or three incidents in the story in proper sequence.
Children learn to relay verbally thoughts in sequence by retelling a story, giving the main events in proper sequence.
Ask various children to tell stories from their reading to the other members of the class.
Lead the children to recognize that they can communicate the ideas and the events in a story in this manner. (N.Y.U., 1969, p. 62)

Objective: After listening to a recorded short story, the student will retell the story in his own words (with or without the aid of pictures) using acceptable speech patterns and standard usage.

Instructional Aids: Tape recorder; taped short stories of four or five lines.

Technique:
The teacher will play a recorded short story directing the children to listen carefully to what is happening.
Ask the children as a group to retell the story. Ask, "What happened first?" What happened next?"
Allow individual children to volunteer answers.
The teacher may use pictures as cues to sequence.
Correct all errors in inappropriate speech patterns and standard usage.

Additional Activities:
1. Same as above except the teacher may read the short story aloud to the class. Be sure the children have a purpose for listening.
2. The children may draw a picture or a series of pictures showing what happened in the story. Ask the children to tell about their pictures. Allow the children to correct each other, but try to avoid what might become a threatening situation.

Objective: During a conversation the child will wait his turn before entering the conversation; he will not interrupt but will wait until another is finished speaking.

Instructional Aids: Tape Recorder

Technique:
Tape record a segment of the class period.
Play back the tape periodically asking the class what someone, whose ideas are muffled by another speaker, is saying?
Or, simply play back the tape asking the class what seems to be needed in order to improve communication in the classroom?
Ask the children to discuss how they feel when people listen to them; how they feel when people don't listen?
Why do we sometimes not listen to what is going on?
Ask children how they feel when they are interrupted? (Alameda County, Reticent Child, 1969, pp. 14-15)

Additional Activities:

1. Ask the students to suggest ideas for an experience chart, such as- "These are the things a good speaker does".
   Wait for turn to speak.
   Avoid monopolizing the conversation.
   etc. (Salem, 1957, p. 115)

2. Ask the children to demonstrate correct and incorrect procedures in speaking before an audience. (Salem, 1957, p. 115)

Objective: Given two practice telephones, the student will make or receive calls while adhering to specific standards for each activity.

Instructional Aids: Two practice telephones.
Chart: Telephone Tips
When making a call:
1. Know the telephone number.
2. Listen for the dial sound.
3. Dial carefully.

When answering the telephone:
1. Answer promptly.
2. Talk in a natural voice.
3. Repeat the message. (Chicago, 1963, p. 57)

Techniques:
The teacher should make use of dramatization as a means of teaching the techniques of telephone usage when:

answering the phone
copying phone numbers
dialing numbers
operating a public pay phone
dialing the operator
making an emergency call
taking and relaying a message (Baltimore, 1967, p. 138)

With telephones - one child calls a second child and gives him a message which the second child then passes on to a third child. (Alameda County, Reticent Child, 1969, p. 36)
The teacher must provide practice to improve use of the phone in situations such as when:

the phone rings and another number is wanted
a wrong number is dialed
the person requested is too busy to converse at the moment
there is need to report a fire or some other emergency.
(Baltimore, 1967, p. 138)

Objective: Given an opportunity to tell about a personal experience, the child will determine a purpose and relate the sequence of events and pertinent information to this purpose.

Instructional Aids: Films, Filmstrips, and Art Slides constitute an effective motivating vehicle for conversation and discussion in the primary grades.

Technique:
Decide on the purpose in telling a personal experience.
Relate the sequence of events and pertinent information to this purpose.
Select something:
 humorous about a hungary pet
 exciting about a new toy
 interesting about unexpected company

Additional Activities:

1. Point out the importance of proper sequence and important background information when relating personal experiences to the class.
   Motivate children to take pains to tell a story well by deliberately omitting pertinent details in relating a personal experience.
   Encourage the pupils to give constructive criticism after the story.

2. Have a class where no talking or writing is permitted.
   Carry out all learning non-verbally.
   Choose leaders non-verbally.
   Discuss what happened at end. (Alameda County, Reticent Child, 1969, p. 39)
   (Limit class time for this activity to five minutes.)

3. Discuss with the class the purpose of speaking in or before a group. Elicit the idea that one speaks because he has something to say, someone he wishes to say it to, and a reason for saying it (he wishes to be understood). (N.Y.U., 1969, p. 62)

Objective: Given the opportunity to help plan and evaluate the day's activities, the child will make suggestions and value judgments as to which activities are most worthwhile. The child will be able to offer at least one reason to support his viewpoint.

Instructional Aids: None required.

Technique:
Each day have the children participate in planning the day's activities. Have them sit in a circle and through guided discussion, decide on those tasks that need to be done and those things they would like to do that day. Help them to recognize that by talking over the day's plan they are able to communicate the things that they want to work on and you are able to communicate the things that you'd like them to do and that together you are able to plan the day's activities. (N.Y.U., 1969, p. 62)

Additional Activity:
At the end of each activity, have the children tell ways of improving it and what they liked and didn't like. At the end of the day they relate the activities of the day and suggest some for tomorrow. (Alameda County, Reticent Child, 1969, p. 35)

Objective: Given an assignment to select a topic for a talk, the child will consider the interests of the listeners when selecting something to tell. The listeners will rate the choice of subject matter. The speaker will rate the choice of subject matter using the same rating scale. The ratings should be similar.

Instructional Aids: Prepared talks by students.

Techniques:
Ask each child to plan a talk of not more than one minute in length about a family activity, personal possession, pet, personal experience, television show or trip which he feels will be of interest to the class.
Have the class rate the choice of subject matter (not the delivery) as: Very Interesting, Interesting, Uninteresting; discuss why people rated the topic the way they did.
After the talk, the speaker should also rate how he felt the class reacted as a group to his talk, using the same rating scale listed above.
Discuss differences in ratings.

Objective: Given a picture of an experience familiar to the child, the child will create a story which will include additional characters, objects, and sounds as well as placing the storyteller in the pretend situation. The story should be one paragraph and between five and ten sentences in length.

Instructional Aids: Drawing paper, crayons.

Technique:
Place a picture of an experience familiar to the children on the chalkboard ledge.
Ask pupils to help bring the scene to life.
Let pupils look at the picture to tell what they see happening.
Encourage pupils to use appropriate names for persons, places, or objects.
Let pupils suggest what sounds they hear.
Encourage children to pretend that they are in the picture.
Let pupils discuss how they feel in the pretend situation.
Guide pupils in creating a group story. (District of Columbia, 1968, p. 184)

Additional Activities:

1. To develop ability in storytelling, provide a relaxed atmosphere, a quiet room, and an interested and comfortable audience.
   Give an example of good storytelling by telling many good stories to the class.
   Guide pupils in developing the skill of storytelling by helping them choose a story wisely and by pointing out the importance of:
      choosing a story wisely.
      knowing the story and the names of the characters well.
      telling it in proper sequence.
      speaking directly to the audience.
      expressing mood through voice and manner.
      using words which express ideas clearly. (Chicago, 1963, p. 66)

2. Ask children to think of some topics that would make good stories. List them on the chalkboard.
   Example:
      The landing of men from outer space.
      An African safari.
   Have various pupils choose a topic and tell a story about it. (N.Y.U., 1969, p. 65)

3. Children may be asked to tell stories about their daily experiences, make believe ideas and personal possessions. (Birmingham, 1968, p. 99)

4. Sequence of events or facts should be kept in mind when telling stories, jokes and riddles. Some ways to help in developing this habit of thinking are to:
      Look at a series of connected narrative pictures and tell a story about them.
      Retell a story that has been read or told.
      Retell a story in parts - one child telling part, another taking it up from there, others continuing and closing it.
      Use "Stand up" stories described under creative stories.
      Tell stories with puppets, flannelgrams and shadow pictures. (Kansas City Mo., 1965, p. 32)

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Objective: Given the opportunity to help plan and evaluate his daily activities, the child will make suggestions and value judgments based on his recognized needs and desires. The child will be able to support his plan or judgment with at least valid reason.

Instructional Aids: Chalkboard, Chalk

Technique:
Plan small group discussion periods on topics related to class activities. Encourage the pupils to give progress reports on group and individual projects, to bring up for discussion any problems encountered in group work, and present new ideas or approaches that they would like to try. The teacher may have to solicite suggestions or comments from some of the children in order to get them to participate.

Objective: Given an opportunity within a structured situation, the student will dramatize a favorite story, original story, play or social situation, using appropriate movement and dialogue.

Instructional Aids: None required.

Technique:
Begin by portraying a favorite character in a story or play and ask members of the class to help "play" a story.
Encourage those who volunteer to make up the dialogue as they go along.
Give everyone a chance.
Motivate the timid child to "act" as audience until he becomes more relaxed.
(Chicago, 1963, p. 70)

Additional Activities:

1. As pupils become more mature, provide time for group planning before presenting an incident from a favorite story, original story, play or social situation. (Chicago, 1963, p. 70)

2. The teacher should encourage students to read and to see plays of some quality.
   The teacher should also help the child analyze story characters and discover how characteristics can be projected. (Baltimore, 1967, p. 137)

Objective: The student will offer suggestions or opinions during classroom discussions, either voluntarily or when solicited by the teacher. No child will dominate classroom activities and no child will remain reticent.

Instructional Aids: None required.

Techniques:
Every comment makes sense to the student and arises from some motivation within him, so the teacher should seek to show his awareness of what the student "means" by what he says.
The teacher should tell the class often that he wants to hear what they have to say whether the teacher agrees with them or not.
The teacher should actively teach students to welcome and value each other's comments.
People can share feelings and experiences only in a climate of trust and acceptance.
The teacher should take a non-judgmental position to what students say in the classroom. This does not imply that the teacher never agrees or disagrees with what is said, nor is unable to state his position.
It does imply that by setting a non-evaluative climate, both students and teachers can state and own their own feelings honestly.
The only way the teacher or his students can know the needs of one another is when the needs are frankly stated. (Alameda County, Reticent Child, 1969, p. 9)

Additional Activities:

1. The teacher should set a precedent by acknowledging every comment that is made and by teaching the students that when they disagree with each other, they should attack the idea rather than the person. (Alameda County, Reticent Child, 1969, p. 9)

2. The teacher should not permit any type of teasing or ridiculing to take place within the classroom, whether speech related or not. In order for a child to open up in the classroom, he must first feel secure.

Objective: Using a picture, word, object, or experience as a stimulus, the child will create a story using descriptive words that tell color, size or condition.

Instructional Aids: Magazines containing many pictures in each issue.

Technique:
Have the children look through magazines for pictures which tell a story.
Show them how to cut the pictures out and project them by means of the opaque projector.
Ask each child to tell a story about his picture. (N.Y.U., 1968, p. 65)
Encourage the child to use appropriate descriptive words.

Additional Activities:

1. Put enough words on slips in an envelope so that there is one word for each child.
   Have each child select a word from the envelope and use it in an oral sentence.
   Later the children may be encouraged to create oral stories around the words selected. (N.Y.U., 1969, p. 100)

2. All children appreciate stories, whether read or told by their teacher.
   This should be a part of the daily program:
   Create a stimulating environment.
   Help children become aware of sensory images.
   Have class identify the main point of a story before a pupil retells it
   The child needs to:
      Speak in complete sentences
      Keep the same tense throughout the story
      (Example: He looked at me and said, not says)
      Keep a sequence of ideas
      Keep to the topic
      Avoid too many and's
      Avoid unnecessary details
      Recognize and understand three kinds of sentences:
      question, statement and exclamation.
   The teacher needs to:
      Comment favorably
      (Example: "That was a good beginning sentence.")
      Ask child if the sentence sounds finished
      Provide practice in the use of complete sentences. (Birmingham, 1968, pp. 97-98)

3. Children may be asked to tell stories about their daily experiences, make believe ideas and personal possessions.
   Factors to remember:
      Awareness of interesting beginning sentences
      Choice of words
      Avoid repetition
      Development of sense imagery
      Creativity shown by the inclusion of such elements as suspense and humor
      To relate facts in the order they happened. (Birmingham, 1968, pp. 98-99)

Objective: Given a list of 14 desirable outcomes of a good speaking program, the child will select 8 outcomes and offer one reason why each outcome is "desirable" and one suggestion on how each outcome might be achieved.

Instructional Aids: Chart listing desirable outcomes of a good speaking program:

Speak so others can hear and understand.
Share ideas with others.
Speak naturally and easily.
Use words correctly on his grade level.
Take pleasure in communicating with others.
Grow in their ability to understand and interpret meanings.
Grow in their ability to keep to the point and organize material.
Use a growing vocabulary.
Meet people easily.
Retell and dramatize stories.
Take a simple message over the telephone.
Take an interest in using new words when they know the meaning.
Take turns in conversation.
Use polite forms of speech. (Kansas City Mo., 1965, p. 40)

Technique:

Post the chart on a bulletin board and discuss each outcome with the class, making sure each child has a clear understanding of each outcome.
Discuss why each outcome is "desirable".
Discuss how each outcome might be achieved.
Set up specific practice activities for each outcome.

Additional Activity:

After a specific lesson in which some speaking or listening activity was involved, discuss how that activity did or did not help the class toward reaching one of the desirable outcomes.

Objective: Given a group of from three to five children and a topic of mutual concern or understanding, each member will participate in a discussion of the topic using both listening and speaking skills. No child will dominate the discussion and no child will be reticent.

Instructional Aids: None required.

Technique:
Introduce the children to discussion groups by having them first share experiences in small, informal groups.
Introduce a topic and lead the children into expressing their thoughts about it.

For example:
Did you have fun in the snow yesterday?
What did you do?

Reintroduce the topic as necessary to keep the children on one subject. (N.Y.U., 1969, p. 62)

Additional Activities:
1. Plan small groups at playtime to stimulate informal conversations. Arrange the furniture informally to encourage an easy exchange of ideas. Encourage the children to look directly at the person to whom they are talking. (N.Y.U., 1969, p. 81)

2. Use a picture or pictures showing some activity. Guide a discussion about the activity as indicated by the pictures. Ask the children to relate any personal experiences that they might have had similar to the activity shown in the picture. Be careful not to allow one child to dominate the discussion. Everyone should contribute.

Objective: During classroom discussions, the child will relate an incident seen or heard that is relevant to the topic under discussion. The child will use simple, complete sentences and varied vocal inflection.

Instructional Aids: None required.

Techniques:
Classroom discussions should deal with, not avoid, the students' world outside of the classroom.
When we relate what we are to learn to what we already know, we can retain and use our new learnings better. (Alameda County, Reticent Child, 1969, p. 20)
Children should be encouraged to relate incidents seen or heard to topics under discussion in the classroom. They should use appropriate speech patterns and ideas expressed in an interesting way.

Objective: Given a list of specific skills for discussion, the student will carry on informal discussion demonstrating an understanding and the practical application of those skills.

Instructional Aids: Chart depicting discussion skills.

Techniques:

In discussion, the student must:

- Be willing to participate.
- Discriminate between fact and opinion.
- Develop an attitude of tolerance toward an opposing point of view.
- Ask pertinent questions courteously.
- Arrive at a sound understanding or conclusion.

(Birmingham, 1968, p. 96)

Children gain experience in discussing by planning their day's work and their class activities. (Birmingham, 1968, p. 63)

Children participate in a "give and take" situation by discussing various topics and problems of interest, reacting to stories that they have read and listened to, discussing trips, holidays, etc. (Birmingham, 1968, p. 63)

Objective: Given the four "W's" of good reporting; who or what, why, when, and where, the student will give a brief report in a content area stating information accurately. Each of the elements listed above will be represented in the report.

Instructional Aids: None required.

Technique:
Guide pupils in giving information accurately.
Acquaint pupils with the four "W's" of accurate reporting.
Set up standards for reports in the content subjects.
Base these standards on the four "W's" of good reporting, as well as on the posture, voice, and audience contact maintained by the speaker. (Chicago, 1963, pp. 64-65)

Additional Activities:

1. The student will learn to give personal information accurately.
   Be able to give parent's or guardian's full name.
   Know correct address, telephone number, age, and birthday.

2. The student will assume or accept the responsibility of finding pertinent information and reporting it to the class.
   Volunteer to:
      count the number of street crossings between school and home
      listen to the radio or TV for important information and report on it. (Chicago, 1963, p. 65)

3. Tell about an activity that took place at home. Begin with the preparation, then go on to the activities, and end the story with evaluative remarks. (Chicago, 1963, p. 65)

4. Bring a photograph, a magazine picture, or a drawing to school. Interpret the picture orally, remembering to look from time to time at those who are listening.

5. Write a sentence such as "He went." on the chalkboard.
   Discuss this with the children leading them to recognize that though it is a complete sentence it doesn't say very much.
   Then have the children orally build the sentence to convey more information.
   Example:
      He went.
      He went downtown.
      He sent downtown with his mother. (N.Y.U., 1969, p. 100)

6. The children can report informally on movies, radio and television programs, experiments and discoveries, hobbies and books, etc. Children extend their oral experiences by occasionally reporting of news, class trips and events of interest dealing with holidays. (Birmingham, 1968, p. 63)

Chapter 5

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

The performance objectives and lesson plans of this manual were reviewed in rough draft form by three primary grade teachers in Madison Connecticut. They were asked to comment on the approach of the writer in dealing with this subject matter, the validity of the curriculum for primary age children, and problems that might arise regarding the implementation of this curriculum. They were to make additional comments regarding any aspect of the curriculum as presented.

All teachers commented favorably on the approach of the writer in dealing with the subject matter. One noted the "thorough job" of covering the subject matter. Another pointed to the "practical value" of the lesson plans. All agreed that the performance objectives provided concrete ways of measuring progress and improvement in listening and speaking.

Regarding the validity of this curriculum for primary age children, two major concerns were expressed. One teacher asked, "Are some of these skills too difficult for primary children?" Another questioned whether or not it is the responsibility of the school to teach listening and speaking skills. She expressed the opinion that skills in these areas should be taught by the parents.

It must be pointed out that the lessons presented in this guide were designed to be adapted to any elementary level, particularly if no prior formal instruction has been given in listening and speaking skills. The objectives can be adapted to the needs of the individual students and the activities can be simplified or made more difficult, depending upon the capabilities of the student. Each performance objective can serve as its own assessment device. If the child can perform the specified task, the teacher can move on to a more sophisticated activity or task.

Important skills should be taught as early as possible. It is easier to teach a new skill the correct way than it is to correct bad habits once they have developed and become entrenched. It follows that the teaching of good listening and speaking habits (skills) as early as possible be desirable.

This writer would agree that since children usually spend more time with their parents between birth and age five than with anyone else, parents should become involved in teaching and reinforcing good listening and speaking skills. A good start in this direction is for the parent to set a good example; be a model listener and a model speaker. But the school also has a responsibility to provide instruction in the two most significant modes of communication. This can begin in the nursery school or day-care centers, with motivation and strengthening of skills and attitudes in listening and speaking. The public school should follow-through on teaching begun at home or in the nursery school or day-care center, teaching essential skills and correcting habits or skills that were developed incorrectly.

Three basic concerns were expressed by the teachers regarding the implementation of this curriculum. They were:

1. "How can I fit the teaching of listening and speaking skills into an already overcrowded curriculum?"

2. The "need" for this curriculum has not been fully recognized by those who determine curriculum.

3. How will this curriculum fit into the current trend to individualize instructions?

These are valid concerns and therefore must be considered. It must be recognized that the primary grade teacher has a tremendous burden of responsibility to teach basics in such important areas of the curriculum as reading, spelling, writing, and mathematics as well as to deal with social studies, science, personal hygiene, art, music and physical education. If specific emphasis is to be placed on listening and speaking skills, a readjustment of priorities must take place.

Most activities that take place in the classroom require the use of some listening and speaking skills, but they lack structure for the improvement of these skills. Such activities as "Show and Tell", storytime, giving directions or explanations, large group instruction or small group discussion, various types of group or individual instruction, etc. could all be restructured to teach important listening and/or speaking skills. In most instances, the teaching of listening and speaking skills would not require additions to an already burdensome curriculum but rather a restructuring of activities dealing with content to emphasize these areas.

Many of the skills important to listening and speaking are also significant when learning to read or write. The teaching of listening and speaking skills in the primary grades provides a valuable readiness for the teaching of reading and writing. Readiness activities currently emphasize visual readiness. An emphasis on listening would develop auditory readiness, so vital in learning to read.

The major stumbling block to implementation is that the need to teach listening and speaking skills has not been fully recognized by those who determine curriculum. The decision to teach these vital skills can not be left up to the individual classroom teacher, but must be mandated by curriculum committees if a consistant and sequential program is to be developed.

With today's emphasis on individualization and the "open classroom", the opportunity to teach listening and speaking skills would seem limited.

Yet, if a procedure of large group instruction, independent study and small group discussion is to be followed, the need for improved communication skills increased. Therefore, the urgency is clear for teaching specific skills to specific groups of children for improved learning.

With individualization of listening and speaking skills, comes the need for the establishment of a learning sequence and for an assessment device to measure a child's level of abilities in these areas. This curriculum guide provides the learning sequence and the performance objectives can be used as a diagnostic inventory for evaluating pupil needs. The slow child may need different skills presented at a different level than the average student or "gifted" child. Whatever the case, each child can be plugged into this curriculum at the level and for the skills that are most suited for him.

The task at hand is to implement the curriculum proposed in this manual. In order to do this, certain specific facts as presented within this guide must be accepted. These are summarized in the guide, English Language Arts, Listening and Speaking K-12, (N.Y.U., 1969, p. 117):

1. Instruction in speaking and listening is developmental.
2. Instruction in listening and speaking is specific.
3. Instruction in listening and speaking is sequential.
4. Instruction in listening and speaking is related to the other language arts.
5. Instruction in listening and speaking requires that the teacher function as a model.

To function properly in our modern world, the student must develop sound listening and speaking skills. He must acquire good listening skills to hear and understand and he must acquire good speaking skills to make himself heard and understood. The classroom teacher bears the responsibility for developing these skills and for motivating the child to acquire the skills necessary to communicate effectively.

Appendix A

130 North Street
Guilford, Connecticut
06437
March 13, 1970

Dear Sirs:

I am presently engaged in accumulating material for a curriculum guide on the teaching of listening and speaking skills in the primary grades for use in the public schools of Madison, Connecticut. This project is also part of a Master's Thesis at Southern Connecticut State College. I would deeply appreciate any curriculum guides or other material you might have available that might assist me in my study.

Enclosed please find a self-addressed stamped envelope. Please check the appropriate response below and return the sheet to me. Thank you for your time and cooperation.

Very truly yours,

Richard A. Wolf
Speech Therapist

Please check one.

- -

Dear Mr. Wolf,

_____ Material is being forwarded to you on the teaching of listening and speaking skills.

_____ Material is available on the teaching of speaking and listening skills. Please send a self-addressed stamped envelope and it will be forwarded to you.

_____ Material on the teaching of listening and speaking skills is available at a cost of $_________. Please indicate whether you are still interested in this material.

_____ We have NO material available on the teaching of listening and speaking skills.

APPENDIX B

Taxonomy of Educational Objectives

Cognitive Domain

1.00 Knowledge
    1.10 Knowledge of specifics
        1.11 Knowledge of Terminology
        1.12 Knowledge of specific facts
    1.20 Knowledge of ways and means of dealing with specifics
        1.21 Knowledge of conventions
        1.22 Knowledge of trends and sequences
        1.23 Knowledge of classifications and categories
        1.24 Knowledge of criteria
        1.25 Knowledge of methodology
    1.30 Knowledge of the universals and abstractions in a field
        1.31 Knowledge of principles and generalizations
        1.32 Knowledge of theories and structures

2.00 Comprehension
    2.10 Translation
    2.20 Interpretation
    2.30 Extrapolation

3.00 Application

4.00 Analysis
    4.10 Analysis of elements
    4.20 Analysis of relationships
    4.30 Analysis of organizational principles

5.00 Synthesis
    5.10 Production of a unique communication
    5.20 Production of a plan, or proposed set of operations
    5.30 Derivation of a set of abstract relations

6.00 Evaluation
    6.10 Judgments in terms of internal evidence
    6.20 Judgments in terms of external criteria

A more complete description of this Taxonomy of Educational Objectives - Cognitive Domain, can be found in Bloom (1956, pp. 62-200).

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